

Sample Syllabus 2 Contents

Curricular Requirements	ii
AP World History Course Syllabus	1
Course Textbooks and Other Readings.....	1
Themes and AP World History.....	2
Major Activities	4
World History AP Pacing Guide.....	8
World History AP Course Plan.....	9
Period 1: Technological and Environmental Transformations, 8000 B.C.E. to 600 B.C.E.	9
Period 2: Organization and Reorganization of Human Society, 600 B.C.E. to 600 C.E.....	11
Period 3: Regional and Interregional Interactions, 600 C.E. to 1450 C.E.....	13
Period 4: Global Interactions, 1450 C.E. to 1750 C.E.....	15
Period 5: Industrialization and Global Integration, 1750 C.E. to 1900 C.E.	16
Period 6: Accelerating Global Change and Realignments, 1900 C.E. to the Present.....	18

Curricular Requirements

- CR1a The course includes a college-level world history textbook.
• See page 1
- CR1b The course includes diverse primary sources, including written documents and images as well as maps and quantitative data (charts, graphs, tables).
• See pages 1, 5, 20
- CR1c The course includes multiple secondary sources written by historians or scholars interpreting the past.
• See page 2
- CR2 Each of the course historical periods receives explicit attention.
• See pages 8, 9
- CR3 Students are provided opportunities to investigate key and supporting concepts through the in-depth study and application of specific historical evidence or examples.
• See page 3
- CR4 Students are provided opportunities to apply learning objectives in each of the themes throughout the course.
• See pages 2, 3, 4
- CR5a The syllabus must show explicit coverage of Africa in more than one unit of the course.
• See page 9
- CR5b The syllabus must show explicit coverage of the Americas in more than one unit of the course.
• See page 9
- CR5c The syllabus must show explicit coverage of Asia in more than one unit of the course.
• See page 8
- CR5d The syllabus must show explicit coverage of Oceania in more than one unit of the course.
• See page 9
- CR5e Europe must be specifically addressed in more than one unit of the course, but no more than 20 percent of course time is devoted specifically to European history.
• See page 8
- CR6 Students are provided opportunities to analyze primary sources and explain the significance of an author's point of view, author's purpose, audience, and historical context. — Analyzing Primary Sources
• See page 5
- CR7 Students are provided opportunities to analyze and evaluate diverse historical interpretations. — Analyzing Secondary Sources
• See page 2

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- CR8 Students are provided opportunities to compare historical developments across or within societies in various chronological and geographical contexts. — Comparison
• See pages 5, 11, 13
- CR9 Students are provided opportunities to explain the relationship between historical events, developments, or processes and the broader regional, national, or global contexts in which they occurred. — Contextualization
• See page 14
- CR10 Students are provided opportunities to explain different causes and effects of historical events or processes, and to evaluate their relative significance. — Causation
• See page 11
- CR11 Students are provided opportunities to identify and explain patterns of continuity and change over time, explaining why these patterns are historically significant. — Continuity and Change Over Time
• See pages 3, 11, 13
- CR12 Students are provided opportunities to articulate a historically defensible and evaluative claim (thesis). — Argument Development
• See page 11
- CR13 Students are provided opportunities to develop and substantiate an argument using historical reasoning, considering ways diverse or alternative evidence could be used to support, qualify, or modify the argument. — Argument Development
• See pages 11, 15



AP World History Course Syllabus

World History requires the development of thinking skills using the processes and tools that historians employ in order to create historical narrative. Students will also be required to think on many different geographical and temporal scales in order to compare historical events over time and space. Advanced Placement (AP) World History is structured around the investigation of five themes woven into 19 key concepts covering six distinct chronological periods. History is a sophisticated quest for meaning about the past, beyond the effort to collect and memorize information. This course will continue to deal with the facts—names, chronology, and events—but it will also emphasize historical analysis. This will be accomplished by focusing on four historical thinking skills:

- I. Chronological Reasoning
- II. Comparison and Contextualization
- III. Crafting Historical Arguments from Historical Evidence
- IV. Historical Interpretation and Synthesis

Course Textbooks and Other Readings

Main Textbook:

- Bentley, Jerry and Herbert Ziegler. *Traditions & Encounters: A Global Perspective on the Past*. New York: McGraw-Hill, 2011. [CR1a]

[CR1a] — The course includes a college-level world history textbook.

Other Textbooks (selected chapters):

- Stearns, Peter, Michael Adas, and Stuart B. Schwartz. *World Civilizations: The Global Experience*. 3rd ed. New York: Longman, 2001.
- Stearns, Peter. *World Civilizations: The Global Experience, AP Edition*. 4th ed. New York: Prentice Hall College Division, 2005.

Primary Source Collections:

- Sherman, Dennis. *World Civilizations: Sources, Images, and Interpretations, Volume 1*. New York: McGraw-Hill, 2000. [CR1b: textual]
- Sherman, Dennis. *World Civilizations: Sources, Images, and Interpretations, Volume 2*. New York: McGraw-Hill, 2000. [CR1b: textual]
- Andrea, Alfred J. and James H. Overfield. *The Human Record: Sources of Global History, Volume I: To 1500*. Boston: Houghton Mifflin, 2000.
- Andrea, Alfred J. and James H. Overfield. *The Human Record: Sources of Global History, Volume II: Since 1500*. Boston: Houghton Mifflin, 2000.
- Reilly, Kevin. *Worlds of History, A High School Edition*. New York: Bedford/St. Martin's Press, 2013.
- Wiesner-Hanks, Merry. *Discovering the Global Past, Volume 1: To 1650*. 3rd ed. Boston: Houghton Mifflin, 2007.
- Wiesner-Hanks, Merry. *Discovering the Global Past, Volume II: Since 1400*. 3rd ed. Boston: Houghton Mifflin, 2007.



AP® World History: Sample Syllabus 2

[CR1b] — The course includes diverse primary sources, including written documents and images as well as maps and quantitative data (charts, graphs, tables).

Other Readings: [CR1c]

- McNeill, J.R., and William McNeill. *The Human Web: A Bird's-Eye View of World History*. New York: W. W. Norton & Company, 2003.
- Diamond, Jared. *Guns, Germs, and Steel*. New York: W.W. Norton & Company, 1999.
- Kinzer, Stephen. *All the Shah's Men: An American Coup and the Roots of Middle East Terror*. Hoboken, NJ: J. Wiley & Sons, 2003.
- Mitchell, Joseph R. and Helen Buss Mitchell. *Taking Sides: Clashing Views in World History, Volume 1: The Ancient World to the Pre-Modern Era*. 3rd ed. New York: McGraw-Hill, 2011.
- Mitchell, Joseph R. and Helen Buss Mitchell. *Taking Sides: Clashing Views in World History, Volume 2: The Modern Era to the Present*. 4th ed. New York: McGraw-Hill, 2010.
- Reischauer, Edwin O. *Japan: The Story of a Nation*. New York: McGraw-Hill, 1989.
- Standage, Tom. *A History of the World in 6 Glasses*. New York: Walker, 2006.

[CR1c] — The course includes multiple secondary sources written by historians or scholars interpreting the past.

Themes and AP World History

Students in this course are challenged to view history thematically and thereby discern patterns in human society across regions and over time. The AP World History course is organized around five overarching themes that serve as unifying threads throughout the course, helping students to relate what is particular about each time period or society to a “big picture” of history. The themes also provide a way to organize comparisons and analyze change and continuity over time. Throughout the year, students will have activities or projects in which they explore these themes and relate material in the course to these themes.

Theme 1: Interaction Between Humans and the Environment (ENV)

- Demography and disease
- Migration
- Patterns of settlement
- Technology

Student Activity: Students read “Looking at Brazil” and “From Colony to Democracy: Considering Brazil’s Development” from *The Choices Program* series developed by Brown University. In groups, students analyze photos from Brazil assuming the role of an anthropologist and then share with the whole class. Pictures include large cities, racial diversity, rain forests, and slums. Through discussion of common themes, migration and patterns of settlement will be explored. (ENV-1, 3; SOC-1, 3, 6) **[CR4]**

Student Activity – Investigation of the Causes of the Fall of the Maya: Students explore the Annenberg Media website “Collapse” and complete the online journal as they explore archeological evidence of environmental factors that contributed to the fall of the Mayan Empire. (ENV-1, 2) **[CR4]**

Student Activity: Students read “Issue 8: Did Environmental Factors Cause the Collapse of the Maya Civilization?” (pp.136-151) in Mitchell and Mitchell’s *Taking Sides: Clashing Views in World History, Volume 1: The Ancient World to the Pre-Modern Era*. Then they choose which historian makes the best arguments and cite their reasons. Their reasons are shared in a Paired Debate. **[CR7]**



AP® World History: Sample Syllabus 2

[CR4] — Students are provided opportunities to apply learning objectives in each of the themes throughout the course.

[CR7] — Students are provided opportunities to analyze and evaluate diverse historical interpretations. — Analyzing Secondary Sources

Theme 2: Development and Interaction of Cultures (CUL)

- Religions
- Belief systems, philosophies, and ideologies
- Science and technology
- The arts and architecture

Student Activity – Changing Images of the Buddha: Students annotate a map of Asia with images of Buddha found in those locations. After comparing these images, students write an essay about the changes and continuities in the image of Buddha as Buddhism spread. (CUL-1, 6) **[CR4] [CR11]**

Student Activity – Mosque Construction: Students label the parts of a mosque and then choose a contemporary mosque outside the Middle East. In small groups, they share their mosque and point out the parts. Then the whole class discusses the features of mosque architecture that are constant.

[CR4] — Students are provided opportunities to apply learning objectives in each of the themes throughout the course.

[CR11] — Students are provided opportunities to identify and explain patterns of continuity and change over time, explaining why these patterns are historically significant. — Continuity and Change Over Time

Theme 3: State Building, Expansion, and Conflict (SB)

- Political structures and forms of governance
- Empires
- Nations and nationalism
- Revolts and revolutions
- Regional, interregional, and global structures and organizations

Student Activity – Defining Liberty in the Atlantic Revolutions: Students read several primary source documents from leaders of Atlantic Revolutions who used the word “liberty” in their speeches. These include Patrick Henry, Father Hidalgo, Cahiers of the Third Estate, and Simon Bolivar. All sources are from the site *World History for Us All*, Teaching Unit 7.2, “Atlantic Revolutions as a World Event.” Students discuss the interpretations of the word liberty as it is used in these documents. Then students read excerpts from several constitutions (U.S. 1787, French 1793, Mexico 1824, and the Haitian Declaration of Independence) and create a table of who achieved “liberty” in each revolution. (SB-3) **[CR4]**

Website: *World History for Us All*. A project of the National Center for History in the Schools at UCLA, in cooperation with San Diego State University.

Student Activity – Peasant Revolutions: Students read about Eric Wolfe’s model of peasant revolutions. Then they complete charts labeling the specific stages of the Vietnam and Mexican revolutions. Later they discuss if the Russian Revolution was more like a peasant revolt or more like the Atlantic revolutions. (SB-4) **[CR4] [CR3]**

[CR4] — Students are provided opportunities to apply learning objectives in each of the themes throughout the course.

[CR3] — Students are provided opportunities to investigate key and supporting concepts through the in-depth study and application of specific historical evidence or examples.



Theme 4: Creation, Expansion, and Interaction of Economic Systems (ECON)

- Agricultural and pastoral production
- Trade and commerce
- Labor systems
- Industrialization
- Capitalism and socialism

Student Activity – The Urban Game: Students draw an early city in the Industrial Revolution using Great Britain as a case study. As the script is read, students add factories, housing, and other buildings to their “village” discovering how chaotic urban growth was during the Industrial Revolution. (ECON-2) [CR4]

Student Activity – The Indian Ocean Trade Game: Students use inventory and balance sheets to maximize their profits trading on the Indian Ocean. (ECON-7) [CR4]

[CR4] — Students are provided opportunities to apply learning objectives in each of the themes throughout the course.

Theme 5: Development and Transformation of Social Structures (SOC)

- Gender roles and relations
- Family and kinship
- Racial and ethnic constructions
- Social and economic classes

Student Activity – Women in the Communist Revolutions: Students read three primary source documents from women who were involved in the communist revolution in Russia, China, and Cuba in Sherman’s *World Civilizations: Sources, Images, and Interpretations* (p. 271 Shan-fei). Students create a list of ways these revolutions changed the roles of women in those societies. (SOC-3, 6) [CR4]

Student Activity – Roles of Women in Classical Societies: Students read excerpts from *The Laws of Manu* and Fu Xuan’s poem on women in Sherman’s *World Civilizations: Sources, Images, and Interpretations* (pp. 33, 52) and create a Venn diagram on the roles of women in Confucian and Hindu society. (SOC-1, 2) [CR4]

[CR4] — Students are provided opportunities to apply learning objectives in each of the themes throughout the course.

Major Activities

Reader Response Journals (RRJ)

Students write journal entries while reading an article or selection from a secondary source. The journal entry begins with their expectations of the reading based on the title, illustrations, headings, or other features. As they read, they are to formulate three to five discussion questions on which they would like to hear their peers’ opinions. They are to select their favorite quote from the passage, and at the end, they are to record the thesis of the reading in a single sentence.

Chapters and articles used for Reader Response Journals:

- Chapter 6, “To Farm or not to Farm” in Diamond’s *Guns, Germs, and Steel*.
- Chapter 8, “The Coffeehouse Internet” in Standage’s *A History of the World in 6 Glasses*.
- Chapter 4, “The Birth of Feudal Society” in Reischauer’s *Japan: The Story of a Nation*.
- Karttunen, Frances. “After the Conquest: The Survival of Indigenous Patterns of Life and Belief.” *Journal of World History* 3, no. 2 (1992): 239–256.



AP® World History: Sample Syllabus 2

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

Socratic Seminars

Socratic Seminars are activities that last a single period in which students lead a discussion of an issue informed by a collection of primary source documents. The format stresses discussion rather than debate, and students are encouraged to generate questions, pose theories, and accept input in order to deepen their understanding on an issue.

Topics used for Socratic Seminars:

- The Sugar Nexus – Slavery in the Atlantic World: After reading primary sources from Wiesner-Hanks’ *Discovering the Global Past*, students debate the role of consumers of sugar in the labor systems on sugar plantations and in the abolition of slavery in the Atlantic world. As an extension, students discuss to what degree we are responsible for working conditions that produce the products we buy (e.g., coffee, diamonds, vanilla, chocolate). What is our ethical responsibility as consumers in the global economy?
- Leadership Roles in the Ancient World: After reading primary source documents on leadership from China and Classical Greece, students debate the values of leaders in these civilizations from Confucius’s “superior gentlemen” to Plato’s “man who left the cave.” What are the advantages and disadvantages to each theory of who ought to lead a society? What theories underlie our choice of leaders?
- Twentieth Century Revolutions: After reading about the Chinese, Mexican, and Russian revolutions, students discuss the causes, outcomes, comparisons, and differences in these revolutions using the following “True or False” statements as discussion starters: 1) Each of these revolutions overthrew an autocratic government but replaced it with an autocratic government; 2) None of these Revolutions were sparked by a desire for democracy among the people; 3) These revolutions were all responses to Western imperialism; 4) Each of these revolutions was beneficial to its society; and 5) Violent revolution was the only practical option for change in these areas. **[CR8]**

[CR8] — Students are provided opportunities to compare historical developments across or within societies in various chronological and geographical contexts. — Comparison

Document of the Day

This is a warm up activity at the beginning of most classes in which students practice document analysis skills. Students analyze all primary sources for author’s point of view, author’s purpose, audience, and historical context. **[CR6]** Document of the Day selections include excerpts from primary sources, charts, maps, and images.

[CR6] — Students are provided opportunities to analyze primary sources and explain the significance of an author’s point of view, author’s purpose, audience, and historical context. — Analyzing Primary Sources

Examples of documents used as Documents of the Day include:

- Hammurabi’s Code
- The Classic of History or the Mandate of Heaven
- Map: Canal map from Sumer **[CR1b: maps]**
- Image: Were-jaguar statues **[CR1b: visual]**
- Excerpt from Confucius’s *The Analects*
- Excerpt from *The Laws of Manu*
- Excerpt from the *Mahabharata*



AP® World History: Sample Syllabus 2

- The Softening Effects of Darma: Ashoka, Rock, and Pillar edicts
- *Popol Vuh* (Book of the Community)
- Thucydides, “Pericles’ Funeral Oration”
- Image: A Chinese house
- Image: Gateway of Sanchi
- The Mission of Friar William of Rubruck: His Journey to the Court of the Great Khan Mongke, 1253–1255. Translated by Peter Jackson. Indianapolis, IN: Hackett Publishing, 2009.
- Writing by Confucius on spirits
- Map: The spread of Islam in Africa
- Map: Urban decline in the early Middle Ages
- Image: Pope Leo III Lateran Mosaic
- Image: *Portrait of Giovanni Arnolfini and his wife* by Jan van Eyck
- León-Portilla, Miguel. *The Broken Spears: The Aztec Account of the Conquest of Mexico*. Translated by Lysander Kemp. Boston, MA: Beacon Press, 2006.
- Pires, Tome. *The Suma Oriental Of Tome Pires, 1512–1515*. Ottawa, ON: Laurier Books Ltd., 1990.
- Afonso I of Kongo’s “Letter to the King of Portugal”
- Laws of Burgos
- Map: European exploration and wind patterns and water currents
- Image: Portraits of Ivan the Terrible and Catherine the Great
- Ogier Ghiselin de Busbecq’s The Turkish Letters, 1555–1562
- Bernier, Francois. *Bernier’s Travels in the Mogul Empire*. Haddonfield, NH: Ross & Perry, 2001.
- “How to be Happy Through Poor,” translated by Li Yu
- Testimony for the 1833 Factory Act
- “Cahier of the Third Estate of Dourdan” (1789)
- Emiliano Zapata’s cry “for land and liberty”
- “Closed Country Edict of 1635” by Tokugawa Ieyasu, Shogun of Japan
- Soldier letters from the Front: The Battle of Verdun (1916)
- “What is to be Done” by Vladimir Lenin (1902)
- “On the export of Revolution” by Fidel Castro (1963)
- “Growing up in Algeria” by Assia Djebar

[CR1b] — The course includes diverse primary sources, including written documents and images as well as maps and quantitative data (charts, graphs, tables).

Writing Activities

Writing Workshops: During the first semester the focus will be on the development of essay writing skills via time spent on essay writing workshops. Essay writing workshops will include group discussion utilizing example essay, self-evaluation, and peer evaluation.

AP Exam Document-Based Question (DBQ) Posters: Students work in groups with copies of documents from a released AP Exam DBQ question on cut pieces of paper. They “deal out” the documents and tape them to the



AP® World History: Sample Syllabus 2

poster in groups, then create a topic sentence for that group of documents. Then they receive a set of “Additional Documents” (other sources which could be used for this DBQ topic). As a group they have to select an additional document that would support one of the arguments they made in their grouping.

Essays: Throughout the course, students will be required to write essays in class demonstrating their mastery of content as well as their ability to develop coherent written arguments that have a thesis supported by relevant historical evidence. Throughout the course, students will write 20 essays of different types including AP Exam DBQs and Long-Essay Questions (LEQs) addressing causation, comparison, continuity and change, and periodization.

Paired Debate

In this class activity, students arrange the desks into two rows facing one another. At the beginning of the activity, one student presents the arguments for a particular point of view. The paired student only takes notes. Then they switch roles. The next step is for one row of students to stand, move two desks down, and then sit. Then they begin again, this time switching sides in the debate. The student presents the argument from the notes she/he took while listening the first time. As a break down activity at the end, the class reviews the most salient points made by each side. This activity allows students to see debates among historians in studying history and to practice the skills of creating arguments. This activity also stresses historical argumentation and the use of evidence to support a historical argument.

Examples of Paired Debate Topics:

- Is the term “civilization” a useful way to distinguish societies in the study of history?
- Read excerpts from “On Buildings” and “The Secret History” by Procopius. Which document is most reliable and why?
- Did environmental factors cause the collapse of the Mayan civilization?
- Race and Slavery: Students debate the textbook’s assertion that racism in the modern world was a result of slavery rather than a cause.
- The fall of communism in Eastern Europe had similar causes and outcomes as decolonization in Africa.

Choices Series

Using *The Choices Program* series developed by Brown University, students explore special focus topics and modern implications of developments worldwide. Each unit includes background readings, primary sources, a framework of policy options, and a role-play exercise that encourages students to apply their knowledge. The website includes several video segments of historians on the issues. Students use these resources to formulate a policy to address the issue and must present the pros and cons of their policy.

Website: *The Choices Program*. A non-profit educational program based at Brown University with an online platform.

Examples of *Choices* Units:

- Colonialism in the Congo
- Caught Between Two Worlds: Mexico at the Crossroads
- The Haitian Revolution
- Confronting Genocide: Never Again?
- The Russian Revolution
- Freedom in Our Lifetime: South Africa’s Struggle



Overlapping Timelines and Map Shots

At the end of each period, students will form small groups and use a map of a region (e.g., Africa, South America, Oceania, East Asia, etc.) and label their maps with one overarching theme for that region, two ideologies or religions developed or influencing that region in that time period, three important people, four states, five products traded or produced in that region, and six events. When completed, the maps are reassembled for that time period. On the back of each map, students create a timeline for that region in that period. These maps are then reassembled and the other groups analyze the political, economic, and cultural developments for the regions they did not work on.

World History AP Pacing Guide

Period: 1

Dates: 8000 B.C.E. to 600 B.C.E. [CR2]

Days: 12

Unit 1: Early Civilizations

Chapters: 1–6

[CR2] — Each of the course historical periods receives explicit attention.

Period: 2

Dates: 600 B.C.E. to 600 C.E. [CR2]

Days: 19

Unit 2: Classical Societies – China and India [CR5c]

Unit 3: Classical Societies – Mediterranean

Unit 4: The Fall of the Classical World

Chapters: 7–8, 10–11

[CR2] — Each of the course historical periods receives explicit attention.

[CR5c] — The syllabus must show explicit coverage of Asia in more than one unit of the course.

Period: 3

Dates: 600 C.E. to 1450 C.E. [CR2]

Days: 28

Unit 5: America before Conquest

Unit 6: Islam

Unit 7: Middle Ages – Europe and Japan

Unit 8: Mongols and the Renaissance [CR5c] [CR5e]

Chapters: 9, 12–19

[CR2] — Each of the course historical periods receives explicit attention.

[CR5c] — The syllabus must show explicit coverage of Asia in more than one unit of the course.

[CR5e] — Europe must be specifically addressed in more than one unit of the course, but no more than 20 percent of course time is devoted specifically to European history.

Period: 4

Dates: 1450 C.E. to 1750 C.E. [CR2]



AP® World History: Sample Syllabus 2

Days: 28

Unit 9: The World Economy

Unit 10: Early Latin America and the Impact of the Atlantic Slave Trade on Africa **[CR5a]**

Unit 11: Sea-Based Empires – Spain, Portugal, and the Dutch

Unit 12: Gunpowder Empires – Russia, Ottoman, Ming, and Mughal

Unit 13: Societies at a Crossroads **[CR5b]**

Chapters: 20–29

[CR2] — Each of the course historical periods receives explicit attention.

[CR5a] — The syllabus must show explicit coverage of Africa in more than one unit of the course.

[CR5b] — The syllabus must show explicit coverage of the Americas in more than one unit of the course.

Period: 5

Dates: 1750 C.E. to 1900 C.E. **[CR2]**

Days: 24

Unit 14: The Industrial Revolution

Unit 15: Atlantic Revolutions

Unit 16: Imperialism in Africa, Asia, and Oceania **[CR5a] [CR5d]**

Chapters: 30–32

[CR2] — Each of the course historical periods receives explicit attention.

[CR5a] — The syllabus must show explicit coverage of Africa in more than one unit of the course.

[CR5d] — The syllabus must show explicit coverage of Oceania in more than one unit of the course.

Period: 6

Dates: 1900 C.E. to present **[CR2]**

Days: 30

Unit 17: Twentieth Century Conflicts – World War I and World War II, Including the Pacific Theater **[CR5d]**

Unit 18: Revolutions Second Phase

Unit 19: A Bi-Polar World – Twenty Contemporary World Issues

Chapters: 33–37

[CR2] — Each of the course historical periods receives explicit attention.

[CR5d] — The syllabus must show explicit coverage of Oceania in more than one unit of the course.

Exam Review: 7 days

Total Instructional Days: 148

World History AP Course Plan

Period 1: Technological and Environmental Transformations, 8000 B.C.E. to 600 B.C.E.

Key Concepts:

1.1 Big Geography and the Peopling of the Earth



AP® World History: Sample Syllabus 2

1.2 The Neolithic Revolution and Early Agricultural Societies

1.3 The Development and Interactions of Early Agricultural, Pastoral, and Urban Societies

Key terms:

- Paleolithic
- Neolithic Revolution
- Patriarchy
- Pastoralism
- Metallurgy
- “Civilization”
- Specialization of labor
- Mesopotamia
- Egypt
- Mohenjo Daro and Harappa
- Shang
- Olmecs
- Chauvin
- Composite bows
- Chariots
- Hittites
- Cuneiform
- *Hammurabi’s Code*
- Vedic
- Hebrews
- Zoroastrianism
- Ziggurats
- Mesopotamian Egyptian trade routes

Unit 1: 12 Days

Readings:

- Chapters 1–6 in Bentley and Ziegler’s *Traditions & Encounters: A Global Perspective on the Past*.
- Chapter 6, “To Farm or Not to Farm” in Diamond’s *Guns, Germs, and Steel*.
- “Salt and Iron Debates” (p. 142) in O’Reilly’s *World of History, A High School Edition*.
- Brown, Cynthia Stokes. “What is Civilization, Anyway?” *World History Connected* 6, no. 3 (2009).

Special Focus Activities:

- Paired Debate: Is civilization an appropriate way to organize a study of history? What are the advantages and disadvantages of using this term in history?
- Use the core peripheral model from world systems theory to explain the sequence of three Mesopotamian empires.
- Choose an example of a sedentary, nomadic, and pastoral society. Create a table of their gender roles, military capacity, environmental impact, and political structures.

Essays (Three):

- Using specific examples, write an essay analyzing the continuities and changes in social hierarchies from 8000 B.C.E. to 2000 B.C.E. The essay should develop a coherent thesis that is supported by historical evidence. [CR11] [CR12] [CR13]
- Describe the causes and effects of the agricultural revolution. [CR10]
- Analyze the similarities and differences between sedentary agriculturalists and pastoralists. [CR8]

[CR11] — Students are provided opportunities to identify and explain patterns of continuity and change over time, explaining why these patterns are historically significant. — Continuity and Change Over Time

[CR12] — Students are provided opportunities to articulate a historically defensible and evaluative claim (thesis). — Argument Development

[CR13] — Students are provided opportunities to develop and substantiate an argument using historical reasoning, considering ways diverse or alternative evidence could be used to support, qualify, or modify the argument. — Argument Development

[CR10] — Students are provided opportunities to explain different causes and effects of historical events or processes, and to evaluate their relative significance. — Causation

[CR8] — Students are provided opportunities to compare historical developments across or within societies in various chronological and geographical contexts. — Comparison

Period 2: Organization and Reorganization of Human Society, 600 B.C.E. to 600 C.E.

Key Concepts:

- 2.1 The Development and Codification of Religious and Cultural Traditions
- 2.2 The Development of States and Empires
- 2.3 Emergence of Interregional Networks of Communication and Exchange

Key Terms:

- Diaspora
- Caste
- Hinduism
- Brahma
- Buddha
- Sutras
- Ashoka
- Confucius
- Daoism
- Hellenistic
- Filial piety
- Monasticism
- Shamanism
- Animism
- Ancestor veneration
- Persian Empires
- Qin and Han empires

- Mauryan and Gupta empires
- Phoenicia
- Greek city-states
- Roman Empire
- Mayan Empire
- Teotihuacan
- Moche
- Chaco and Cahokia
- Sasanian
- Sepoy
- Persepolis
- Xiongnu
- White Huns
- Indian Ocean trade
- Monsoon winds
- Qanat system

Units 2–4: 19 Days

Readings:

- Chapters 7–8 and 10–11 in Bentley and Ziegler’s *Traditions & Encounters: A Global Perspective on the Past*.
- “Salt and Iron Debates” (p. 142) in O’Reilly’s *World of History, A High School Edition*.
- “Issue 8: Did Environmental Factors Cause the Collapse of the Maya Civilization?” (pp. 136–151) in Mitchell and Mitchell’s *Taking Sides: Clashing Views in World History*.
- Shaffer, Lynda. “Southernization.” *Journal of World History* 5, no. 1 (1994).
- Campbell, I. C. “The Lateen Sail in World History.” *Journal of World History* 6, no. 1 (1995): 1–23.

Special Focus Activities:

- Socratic Seminar – Leadership Roles in the Ancient World: Students read primary source documents on leadership from China, Greece, and Mesopotamia and debate the values of leaders in these civilizations.
- Website Exploration: “Maya Rise and Fall” website from Annenberg Media and National Geographic with the interactive map and article from August 2007. Students explore possible explanation for the fall of the Mayan Empire and compare it to other models for the fall of empires such as Conrad Demarest Model.
- Jigsaw Reading: After reading and discussing one of the two articles (below) in a small group, students pair up with a student who read the other article. They then create a chart comparing and contrasting the means of political control in these civilizations.
 - ◊ “Greek and Indian Civilization” in McNeil and McNeil’s *The Human Web: A Bird’s-Eye View of World History*.
 - ◊ “China and Rome Compared” (p. 112) by S.A.M. Adshead in O’Reilly’s *World of History, A High School Edition*.



- Introduction of the Continuities and Changes Over Time Concept: Show a PowerPoint overview of the images of Buddha in different time periods and different regions. Students use maps to trace the changes in Buddha's image and note continuities.

Essays (Three):

- Analyze the changes and continuities in state structures from one of the river valley civilizations to its classical empire. **[CR11]**
- Comparative Essay (2009): Analyze similarities and differences in techniques of imperial administration in two of the following empires:
 - ◊ Han China (206 B.C.E. to 220 C.E.)
 - ◊ Mauryan/Gupta India (320 B.C.E. to 550 C.E.)
 - ◊ Imperial Rome (31 B.C.E. to 476 C.E.) **[CR8]**
- Change and Continuity Over Time Essay (2006): Analyze continuities and changes in the cultural and political life of one of the following societies:
 - ◊ Chinese (100 C.E. to 600 C.E.)
 - ◊ Roman (100 C.E. to 600 C.E.)
 - ◊ Indian (300 C.E. to 600 C.E.)

[CR11] — Students are provided opportunities to identify and explain patterns of continuity and change over time, explaining why these patterns are historically significant. — Continuity and Change Over Time

[CR8] — Students are provided opportunities to compare historical developments across or within societies in various chronological and geographical contexts. — Comparison

Period 3: Regional and Interregional Interactions, 600 C.E. to 1450 C.E.

Key Concepts:

- 3.1 Expansion and Intensification of Communication and Exchange Networks
- 3.2 Continuity and Innovation of State Forms and Their Interactions
- 3.3 Increased Economic Productive Capacity and Its Consequences

Key Topics:

- Melaka
- Tenochtitlan
- Caravanserai
- Astrolabe
- Bills of exchange
- Hanseatic League
- Grand Canal
- Byzantine Empire
- Mongols
- Vikings
- Polynesians
- Bantu
- Islam
- Muhammad

- Ibn Battuta
- Neoconfucianism
- Al-Andalus
- Bubonic plague
- Fast ripening rice
- Caliphate
- Sui, Tang, and Song Dynasties
- Tributary system
- Feudalism
- Abbasids
- Horse collar
- Guilds
- Mit'a
- Foot binding

Unit 5–8: 28 days

Readings:

- Chapters 9, 12–19 in Bentley and Ziegler’s *Traditions & Encounters: A Global Perspective on the Past*.
- Bullis, Douglas. "The Longest Hajj: The Journey of Ibn Battuta." Illustrated by Norman MacDonald. *Saudi Aramco World* 51, no. 4 (July/August 2000): 2–5.
- "Transformations of Islam" (pp. 127–137) in McNeil and McNeil's *The Human Web: A Bird's Eye View of World History*.
- Morillo, Stephen. "Guns and Government: A Comparative Study of Europe and Japan." *Journal of World History* 6, no. 1 (1995): 75–106.
- May, Timothy. "Mongols in World History." *World History Connected* 5, no. 2 (2008).

Special Focus Activities:

- Map Exercise: Students use three blank outline maps of Eurasia to trace the Silk Road and trade routes on the Indian Ocean and color in empires in three different time periods. This activity emphasizes how the changing contexts of political empires affected trade and why the Mecca and Camel Caravan routes became much more important as trade shifted from land-based to ocean-based trade. [CR9]
- Simulation Role-Play – Indian Ocean Trade: Students work in small groups competing to make the most profits trading different grouping of goods. This activity emphasizes what goods were profitable and why some goods were traded and others not.
- Socratic Seminar – International Religious Communities: Students read a selection of primary source documents from Wiesner-Hanks' *Discovering the Global Past*. The students discuss the role of religion in maintaining trade and reasons for conversion. This discussion should emphasize the role of universal religions taking the place of classical empires.
- Paired Debate: Students will have a Paired Debate on document reliability using excerpts from "On Buildings" and "The Secret History" by Procopius. Students debate which document is most reliable and why. This activity practices historical argumentation.



AP® World History: Sample Syllabus 2

[CR9] — Students are provided opportunities to explain the relationship between historical events, developments, or processes and the broader regional, national, or global contexts in which they occurred. — Contextualization

Essays (Three):

- Compare and Contrast Essay (2005): Compare and contrast the political and economic effects of the Mongol rule on two of the following regions: China, Middle East, and/or Russia.
- Continuity and Change Over Time Essay (CCOT) (2009): Analyze the continuities and changes in patterns of interactions along the Silk Roads from 200 B.C.E. to 1450 C.E.
- Document-Based Question (2004): Analyze the responses to the spread of Buddhism in China. **[CR13]**

[CR13] — Students are provided opportunities to develop and substantiate an argument using historical reasoning, considering ways diverse or alternative evidence could be used to support, qualify, or modify the argument. — Argument Development

Period 4: Global Interactions, 1450 C.E. to 1750 C.E.**Key Concepts:**

- 4.1 Globalizing Networks of Communication and Exchange
- 4.2 New Forms of Social Organization and Modes of Production
- 4.3 State Consolidation and Imperial Expansion

Key Topics:

- Caravel
- Prince Henry
- Columbus
- Royal Charter companies
- Mercantilism
- Joint stock companies
- Columbian exchange
- Potatoes
- Maize
- Vodun
- The Palace of Versailles
- Encomienda
- Hacienda
- Creole
- Daimyo
- Safavid
- Casta paintings
- Gunpowder
- Manchu
- Mughal
- Ottoman
- Thirty Year's War
- Little Ice Age



AP® World History: Sample Syllabus 2

- The Reformation

Unit 9–13: 28 Days

Readings:

- Chapters 20–29 in Bentley and Ziegler’s *Traditions & Encounters: A Global Perspective on the Past*.
- Manning, Patrick. “Migrations of Africans to the Americas: The Impact on Africans, Africa, and the New World.” *The History Teacher* 26, no. 3 (May 1993): 279–96.
- 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): 201–221.

Special Focus Activities:

- Socratic Seminar – Views of Slavery: Readings from Wiesner-Hanks’ *Discovering the Global Past* on the Sugar Nexus. Students discuss documents that describe plantation slavery from the viewpoint of owners, freed slaves, and abolitionists, and explore the question of how their descriptions can vary so greatly. In addition, students discuss social and cultural institutions that allow individuals to participate in institutions that are inhumane (e.g., wars, poverty, homelessness, genocide).
- Paired Debate – Race and Slavery: Students debate the textbook’s assertion that racism in the modern world was a result of slavery rather than a cause.
- Glogster Posters: Using the program that creates a virtual poster using text, images, video, and music, students create a presentation advocating a position on a question of periodization, such as: “Should this period begin in 1492 or 1450?”
- Comparative Revolutions – Using the Crane Briton Model: Students compare the process of revolutions in America, France, Haiti, and Brazil. Students use this model and the points where it does not fit to find points of comparison and contrast.

Essays (Four):

- CCOT Essay (2005): Analyze the social and economic transformations that occurred in the Atlantic World as a result of the new contacts among Western Europe, Africa, and the Americas from 1492 to 1750.
- CCOT Essay (2010): Describe and explain continuities and changes in religious beliefs and practices from 1450 to the present in one of the following regions: Latin America and the Caribbean or Sub-Saharan Africa.
- Comparative Essay (2007): Within the period from 1450 to 1800, compare the process (e.g., political, social, economic) of empire building in the Spanish Empire with the empire building process in one of the following: Ottoman Empire or Russian Empire.
- Comparative Essay (2009): Compare North American racial ideologies and their effects on society with Latin American and Caribbean racial ideologies and their effects on society.

Period 5: Industrialization and Global Integration, 1750 C.E. to 1900 C.E.

Key Concepts:

- 5.1 Industrialization and Global Capitalism
5.2 Imperialism and Nation-State Formation

5.3 Nationalism, Revolution, and Reform

Key Topics:

- The factory system
- The second Industrial Revolution
- Adam Smith
- John Stuart Mill
- Limited liability corporation
- Marxism
- Utopian socialism
- Tanzimat movement
- Self-strengthening
- Meiji Japan
- State socialism
- Imperialism
- Belgian Congo
- Social Darwinism
- Enlightenment
- Opium wars
- Montesquieu
- Locke
- Taiping’s Rebellion
- Haitian Revolution
- Latin American independence movements
- Maroon
- Sepoy Mutiny 1857
- Xhosa Cattle-Killing Movement
- Liberalism
- Socialism
- Communism
- Feminism
- Indentured servitude
- Convict labor
- Chinese exclusion acts

Units 14–16: 24 Days**Readings:**

- Chapters 30–32 in Bentley and Ziegler’s *Traditions & Encounters: A Global Perspective on the Past*.
- Kasaba, Resat. “Treaties and Friendships: British Imperialism, the Ottoman Empire, and China in the Nineteenth Century.” *Journal of World History* 4, no. 2 (1993): 215–241.
- Keddie, Nicki R. “The Past and Present of Women in the Muslim World.” *Journal of World History* 1, no. 1 (1990): 77–108.



Special Focus Activities:

- Industrial Revolution: Factors leading to the rise of industrial production. Students explore the *Asia for Educators* website by Columbia University, review the section on “China and Europe, 1500–2000 and Beyond: What is Modern.” Students compare industrialization in the Song Dynasty to the conditions in England. The discussion that follows pushes them to identify the factors that pre-existed the Industrial Revolution in England.
- Chinese Responses to European Imperialism: Students in small groups prepare a role-play in which they propose policies to the Empress of China after exploring a web quest on China and the open door policy including primary source documents about the Opium War, Unequal Treaties, Boxer Rebellion, and other events.
- The Use of Enlightenment Ideals in Atlantic Revolutions: Students read a selection of primary source documents from speeches of the leaders of the revolutions (French, Haiti, South America, and America) and the chapter on the role of coffee houses in the development of political theory in Standage’s *A History of the World in 6 Glasses*. They then debate the uses of the term “liberty” in these revolutions and the comparisons between them.
- *The Choices Program* – Colonialism in the Congo: Conquest, Conflict, and Commerce: The readings explore pre-colonial Congo and European imperialism, examine the Congo under Leopold’s rule and the international responses to the atrocities there, explain the outcome of the British debate, and trace the twentieth century history of the Congo. Students read primary sources about the Congo. Students play the role of historians and interpret testimonies from people who lived in the Congo Free State, analyzing them for reliability and bias. Students consider the legacy of colonialism and the impact of historical perspective on national identity using selections from two different Independence Day speeches.

Essays (Five):

- AP World History DBQ (2010): Indian and Japanese textile workers. Using 10 documents included in the 2010 AP World History FRQ packet, analyze similarities and differences in the mechanization of the cotton industry in Japan and India in the period from the 1880s to the 1930s. Identify an additional type of document and explain how it would help your analysis of the mechanization of the cotton industry.
- AP World History DBQ (2003): Systems of indentured servitude.
- Compare and Contrast Essay: Compare and contrast the French Revolution to one of the following: Haiti, Mexico, or Brazil.
- CCOT (2004): Analyze the changes and continuities in labor systems between 1750–1914 in one of the following areas: Latin America and the Caribbean, Russia, or Sub-Saharan Africa. In your analysis, be sure to discuss the causes of the changes and the reasons for the continuities.
- Comparative Essay (2013): Analyze the similarities and differences between the role of the state in Japan’s economic development and the role of the state in economic development of one of the following during the late nineteenth and early twentieth centuries: China, Ottoman Empire, or Russia.

Period 6: Accelerating Global Change and Realignments, 1900 C.E. to the Present

Key Concepts:

- 6.1 Science and the Environment
- 6.2 Global Conflicts and Their Consequences
- 6.3 New Conceptualization of Global Economy, Society, and Culture

Key Terms:

- Green Revolution
- Polio vaccine
- Cholera
- HIV/AIDS
- Alzheimer's disease
- Air warfare
- Firebombing
- Dresden
- Fall of Ottoman Empire
- Fall of Russian Empire
- Fall of Qing Empire
- Indian Independence
- Algeria
- Vietnam
- Indian National Congress
- Ho Chi Minh
- Muhammad Ali Jinnah
- Pan-Africanism
- Communism
- India/Pakistan Partition
- Armenian genocide
- Total war
- Fascism
- Great Depression
- World War II
- Cold War
- NATO
- Warsaw Pact
- Proxy wars
- Picasso's *Guernica*
- Mohandas Gandhi
- Non-Aligned Movement (NAM)
- Tiananmen Square
- IRA
- The Great Leap Forward
- Fascist corporatist economy
- Nasser
- Deng Xiaoping
- The International Criminal Court
- World Bank
- European Economic Community
- Green belt
- Liberation Theology in Latin America



AP® World History: Sample Syllabus 2

- Apartheid
- The Olympics

Units 17–19: 30 Days

Readings:

- Chapters 33–37 in Bentley and Ziegler’s *Traditions & Encounters: A Global Perspective on the Past*.
- Stillman, Edmund. “Sarajevo: End of the Innocence.” *Horizons Magazine* 6, no. 3 (Summer 1964).
- Weinberg, Gerhard L. *A World at Arms, A Global History of World War II*, 43–44. Cambridge, UK: Cambridge University Press, 1994.
- Selections from Stephen Kinzer’s All the Shah’s Men: An American Coup and the Roots of Middle East Terror (2003).
- Rothwell, Matthew D. “The Chinese Revolution and Latin America: The Impact of Global Communist Networks on Latin American Social Movements and Guerrilla Groups.” *World History Connected* (2010).

Special Focus Activities:

- *World History for Us All* website – Articles on Twentieth Century Peasant Revolutions: Students read summaries of the Mexican and Vietnam Revolutions as well as Eric Wolf’s model of peasant revolts. They construct graphic organizers and create a compare and contrast grid of the revolution, as well as discuss where the revolutions do not fit the model.
- *The Choices Program* – “Never Again, Confronting Genocide.” Students explore primary source documents from six genocides in the 20th century and create a definition of genocide and a description of the process of genocide that covers the many manifestations of genocide. They role-play what U.S. policy should be in the event of a future genocide and debate options groups have proposed. The lesson ends with a showing of Laura Waters’ documentary *As We Forgive* about the Rwanda reconciliation process. (Waters, Laura. *As We Forgive*. Owensboro, KY: Team Marketing, 2009.)
- Continuities and Changes in Society’s Reaction to Epidemic Disease: Students use primary source documents, including graphs on the spread of diseases, from modern epidemics like HIV and Swine Flu outbreaks to documents from the 1918 influenza pandemic and the Black Death, to answer the questions: What are the basic continuities in human society’s reaction to disease? Has the modern world (germ theory, medical advancements, and technologies) changed the way we react to disease? **[CR1b: quantitative]**

[CR1b] — The course includes diverse primary sources, including written documents and images as well as maps and quantitative data (charts, graphs, tables).

Essays (Three):

- DBQ (2011): Analyze the causes and consequences of the Green Revolution in the period from 1945 to the present.
- CCOT (2007): Analyze major changes and continuities in the formation of national identities in one of the regions listed below from 1914 to the present. Be sure to include evidence from specific countries in the region selected: Middle East, Southeast Asia, or Sub-Saharan Africa.



AP® World History: Sample Syllabus 2

- Compare and Contrast Essay (2006): Compare and contrast the goals and outcomes of the revolutionary process in two of the following countries, beginning with the dates specified: Mexico 1910, China 1911, and/or Russia 1917.