



Sample Syllabus 3 Contents

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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, 3, 8, 9, 11
- 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 3, 5, 6, 8, 10, 12
- 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 13
- CR4 Students are provided opportunities to apply learning objectives in each of the themes throughout the course.
- See pages 4, 6, 8, 9, 11
- CR5a The syllabus must show explicit coverage of Africa in more than one unit of the course.
- See pages 9, 11
- CR5b The syllabus must show explicit coverage of the Americas in more than one unit of the course.
- See pages 9, 11
- CR5c The syllabus must show explicit coverage of Asia in more than one unit of the course.
- See pages 6, 7
- CR5d The syllabus must show explicit coverage of Oceania in more than one unit of the course.
- See pages 4, 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 7
- 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 6
- CR7 Students are provided opportunities to analyze and evaluate diverse historical interpretations. — Analyzing Secondary Sources
- See pages 4, 13



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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 4, 6
- 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 8
- CR10 Students are provided opportunities to explain different causes and effects of historical events or processes, and to evaluate their relative significance. — Causation
- See pages 9, 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 page 9
- CR12 Students are provided opportunities to articulate a historically defensible and evaluative claim (thesis). — Argument Development
- See page 4
- 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 9, 11



AP World History Syllabus

Course Overview

Advanced Placement (AP) World History is a challenging year-long course that is structured around the investigation of selected themes woven into key concepts covering distinct chronological periods. AP World History is equivalent to an introductory college survey course. One purpose of the class is to prepare students for successful placement into higher-level college and university courses. It is also designed to develop skills of analysis and thinking in order to prepare students for success in the twenty-first century. Students then have the opportunity to show mastery of the course goals by taking part in the College Board AP World History Examination in May.

Textbook

Strayer, Robert W. *Ways of the World: A Brief Global History with Sources*. Boston: Bedford/St. Martin's, 2011. **[CR1a]**

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

Primary Sources

Primary sources will be used from the following texts:

College Board. *World History Best Practices: Resources*. New York: College Entrance Examination Board, 2002.

Nystrom, Elsa A. *Primary Source Reader for World History, Volume II: Since 1500*. Boston: Cengage Learning, 2006.

Reilly, Kevin. *Worlds of History, Volume I: To 1550: A Comparative Reader*. 5th ed. Boston: Bedford/St. Martin's, 2013.

Roupp, Heidi. *Teaching World History in the Twenty-First Century: A Resource Book*. New York: M.E. Sharpe, Inc., 2009.

Stearns, Peter N. *World History in Documents: A Comparative Reader*. 2nd ed. New York: New York University Press, 2008.

Strayer, Robert W. *Ways of the World: A Brief Global History with Sources*. Boston: Bedford/ St. Martin's, 2011. The “Considering the Evidence” section at the end of each chapter in the Strayer text contains numerous visual and written primary sources that will be used for analysis and interpretation. **[CR1b: textual]**

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

Secondary Sources

Secondary sources will be used from the following texts:

Bentley, Jerry H. *Traditions & Encounters: A Global Perspective on the Past*. 5th ed. Boston: McGraw Hill, 2010.



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Stearns, Peter N. *World Civilizations: The Global Experience, AP Edition*. 6th ed. Upper Saddle River, NJ: Pearson Education, 2010.

Note: These texts will be used on occasion for alternate readings on selected subjects.

Secondary sources will be used from the following monographs: **[CR1c]**

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

Diamond, Jared. “Intra-Island and Inter-Island Comparisons.” In *Natural Experiments of History*, edited by Jared Diamond. Cambridge, MA: Harvard University Press, 2011.

Finney, Ben. “The Other One-Third of the Globe.” *Journal of World History* 5, no. 2 (Fall 1994): 273–297.

McKeown, Adam. “Global Migration, 1846–1940.” *Journal of World History* 15, no. 2 (June 2004): 155–189.

Nunn, Nathan. “Shackled to the Past: The Causes and Consequences of Africa’s Slave Trades.” In *Natural Experiments of History*, edited by Jared Diamond. Cambridge, MA: Harvard University Press, 2011.

Shaffer, Lynda. “Southernization.” *Journal of World History* 5, no. 1 (Spring 1994): 1–21.

Note: See individual units for additional selections.

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

Themes

The five AP World History themes connect key concepts throughout the course and serve as the foundation for student learning. The themes are as follows:

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

Theme 2: Development and Interaction of Cultures (CUL)

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

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

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

Historical Thinking Skills

The course is organized around the analysis of historical problems and/or questions, and students must demonstrate more than one historical thinking skill, such as:

- Analyzing Historical Sources and Evidence
 - ◇ Analyzing Primary and Secondary Sources
 - ◇ Interpretation
- Making Historical Connections
 - ◇ Comparison
 - ◇ Contextualization
 - ◇ Synthesis
- Chronological Reasoning
 - ◇ Causation
 - ◇ Continuity and Change over Time
 - ◇ Periodization

- Creating and Supporting a Historical Argument
 - ◇ Argument Development

Course Schedule

Note: The sections entitled “Selected Activities and Assessments” do not list every assignment or assessment; rather they act as a highlighted sampling for each unit. Nor are the sections entitled “Supplemental Readings and Sources” and “Alternate Readings” exhaustive.

Unit One: Technological and Environmental Transformations (Beginnings of History to 500 B.C.E.) [CR2]

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

Length of Unit: Four weeks

Text: Strayer, Chapters 1–3

Key Concepts:

Key Concept 1.1: Big Geography and the Peopling of the Earth

I. Paleolithic migrations led to the spread of technology and culture

Key Concept 1.2: The Neolithic Revolution and Early Agricultural Societies

I. Neolithic Revolution leads to new and more complex economic and social systems

II. Agricultural and pastoralism begins to transform human society

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

I. Location of early foundational civilizations

II. State development and expansion

III. Cultural development in the early civilizations

Supplemental Readings and Sources:

- Early Aboriginal rock art
- Hunter-gatherer cave art [**CR1b: visual**]
- “Epic of Gilgamesh” in Strayer’s *Ways of the World*, Chapter 3
- “The Law Code of Hammurabi” in Strayer’s *Ways of the World*, Chapter 3
- “Book of the Dead” in Strayer’s *Ways of the World*, Chapter 3
- Early creation stories including: “The Kabyli Story” (Sahara), “A Babylonian Story” (Mesopotamia), and “The Mayan Story, from Popul Vuh” (Mesoamerica) drawn from Stearns’ *World History in Documents: A Comparative Reader*; “Genesis 1–3” (Hebrew); “Pan Gu and Nu Wa” (China); “Four Creations” (Hopi); “Odin and Ymir” (Norse); “Separation of Heaven and Earth” (Maori); “Origin of Japan and Her People” (Japan); “Creation of and by the Self” (India); and “Death, Life, and Death” (Guinea)

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

Alternate Readings:

- Christian, David. “Intensification and the Origins of Agriculture.” In *Maps of Time: An Introduction to Big History*. Berkeley, CA: University of California Press, 2011.

- Diamond, Jared. “To Farm or Not to Farm.” In *Guns, Germs, and Steel*. New York: W.W. Norton & Company, 1999.
- Ben Finney’s article, “The Other One-Third of the Globe” (cited above)

Selected Activities and Assessments:

- Creation Myth Presentations (Theme 2): In small groups, students present a selected creation story, making interpretations of their given society (for example, how does the story represent a Paleolithic world-view?) and relate the myth to themes from Strayer, paying special attention to the purpose of such stories as it relates to hunter-gathering, pastoral, and/or agricultural lifestyles.
- Hammurabi’s Code Simulation (Theme 3): Students role-play village elders of a Mesopotamian city and render legal decisions based upon “eye for an eye” principles, then compare their decisions with corresponding selections from Hammurabi’s Code. (SB-1) [CR4]
- SPICE (Social, Political, Interaction with Environment, Cultural, and Economic) Chart (Themes, various): Students create a chart listing SPICE information for each of the early river civilizations. Using their data for evidence, students will practice writing thesis statements. [CR12]
- Comparison Essay (Theme 5): After reading the section “Comparing Paleolithic Societies” from Strayer, Chapter 1 (pp. 24–30), students create a thesis-driven essay comparing the Paleolithic societies of the nomadic South African San and the sedentary North American Chumash with regard to social hierarchy, gender roles, and forms of governance. (SB-1; SOC-1) [CR4] [CR8]
- Primary Source Workshop — Interpreting Art (Theme 2): After practicing as a class with Paleolithic cave art, students individually analyze Paleolithic and Neolithic art from Australia (Aboriginal cave paintings), Catalhuyuk (Mother Goddess statue), and Europe (Willendorf Venus and Stonehenge standing stones) and practice how to discern cultural values and religious beliefs. (CUL-5) [CR4] [CR5d]
- Annotated Map (Theme 1): Students read Finney’s “The Other One-Third of the Globe” and participate in a class discussion on how anthropology explains the means and extent of Austronesian migrations.
- Historical Causation and Thesis Practice (Theme 1): Students read, annotate, and practice thesis development comparing Chapter 8 in Christian’s *Maps of Time* to Chapter 6 from Diamond’s *Guns, Germs, and Steel* while addressing prompts such as “What caused the agricultural revolution? How does archaeology help explain history? How does a ‘Big History’ approach change our perspective of history?” (ENV-1, 2) [CR4] [CR7]

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

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

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

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

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

Unit Two: Organization and Reorganization of Human Societies (500 B.C.E. to 500 C.E.) [CR2]

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

Length of Unit: Five weeks

Text: Strayer, Chapters 4–7

Key Concepts:

Key Concept 2.1: The Development and Codification of Religious and Cultural Traditions

- I. Codifications and further development of existing religious traditions
- II. Emergence, diffusion, and adaptation of new religious and cultural traditions
- III. Belief systems affect gender roles
- IV. Other religious and cultural traditions continue
- V. Artistic expressions show distinctive cultural developments

Key Concept 2.2: The Development of States and Empires

- I. Imperial societies grow dramatically
- II. Techniques of imperial administration
- III. Social and economic dimensions of imperial societies
- IV. Decline, collapse, and transformation of empires (Roman, Han, Maurya)

Key Concept 2.3: Emergence of Interregional Networks of Communication and Exchange

- I. The geography of interregional communication and exchange networks
- II. Technologies of long-distance communication and exchange
- III. Consequences of long-distance trade

Supplemental Readings and Sources:

- *Tao Te Ching* (excerpts)
- “Four Noble Truths” (excerpts) in Stearns’ *World History in Documents: A Comparative Reader*, Chapter 7
- Confucius’s “The Analects” (excerpts) in Strayer’s *Ways of the World*, Chapter 5
- “Bhagavad Gita” (excerpts) in Strayer’s *Ways of the World*, Chapter 5
- Chinese Legalism (excerpts)
- Plato, *Allegory of the Cave*
- *Sermon on the Mount*
- Marcus Aurelius, *Meditations* (excerpts)
- Ban Zhao, “Admonitions for Women” (excerpt) in Stearns’ *World History in Documents: A Comparative Reader*, Chapter 5

Alternate Readings:

- Herodotus, *Histories* (excerpts)
- Davis Hanson, Victor. “No Glory That Was Greece.” In *What If?: The World’s Foremost Military Historians Imagine What Might Have Been*, edited Robert Cowley. New York: Berkeley Books, 2000.
- “China: Dynasties of Power,” *Lost Civilizations*, season 1, episode 6. Burbank, CA: Time-Life Video, 1995. DVD.

- McNeil, William. “Greek and Indian Civilization.” In *A World History*, 2nd ed. New York: Oxford University Press, 1971.
- Lynda Shafer’s article, “Southernization” (cited above)

Selected Activities and Assessments:

- Comparative Religion Chart (Theme 2): Students create a chart that outlines central tenets of major religions of the classical era, then look for similarities and differences. (CUL-1) [CR4] [CR8]
- Comparative Studies Discussion (Theme 5): Students analyze, cite, and describe how political, social, and gender hierarchy is maintained in various classical era civilizations through a scored discussion.
- Historical Causation Comparison Essay (Theme 3): Students write a thesis-driven comparative essay analyzing reasons for the expansion of or reasons for the fall of two of the following classical era civilizations: Persia, Macedonia, Rome, Mauryan, Han. (SB-3, 4) [CR4] [CR5c]
- Reflection Journal (Theme, various): Students write brief responses to various prompts after reading selections of religious and philosophic classical era thought. Students will practice written argumentation and thesis writing and use primary sources for support. Students will also discuss the relevance of classical philosophy in the modern world. Reading selection examples are listed in the “Supplemental Readings” section above.
- Annotated Map (Predominantly Theme 4, but includes others): Students recreate maps showing the routes of the Silk, Sea, and Sand Roads. Additionally, students will annotate their map showing the various commodities, technologies, and ideas that spread along these roads. (ECON-7) [CR4]
- Interpreting Historical Analysis (Themes 2 and 3): Students read selections from *The Histories* by Herodotus and then annotate and identify examples of author’s point of view, especially as it relates to the Persian Wars. Students will also analyze the source for author’s purpose, audience, and historical context. [CR6]
- Regions of Influence Seminar (Theme, various): Students read Shaffer and McNeil essay; annotate and complete seminar planner; and discuss the relative influence of various regions on world history.
- Document-Based Essay (Theme, various): Students write a response to the 2004 APWH DBQ, “Analyze the responses to the spread of Buddhism in China (100 C.E.–900 C.E.).”

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

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

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

[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

Unit Three: Regional and Interregional Interactions (500 C.E. to 1450 C.E.) [CR2]

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

Length of Unit: Seven weeks

Text: Strayer, Chapters 8–13

Key Concepts:

Key Concept 3.1: Expansion and Intensification of Communication and Exchange Networks

- I. Improved transportation and technologies and commercial practices and their influence on networks
- II. Linguistic and environmental contexts for the movement of peoples
- III. Cross-cultural exchanges fostered by networks of trade and communication
- IV. Continued diffusion of crops and pathogens throughout the Eastern Hemisphere

Key Concept 3.2: Continuity and Innovation in State Forms and Their Interactions

- I. Empires collapsed and were reconstituted
- II. Greater interregional contracts and conflict encouraged technology and cultural transfer

Key Concept 3.3: Increased Economic Productive Capacity and Its Consequences

- I. Increasing productive capacity in agriculture and history
- II. Changes in urban demography
- III. Changes and continuities in labor systems and social structures

Supplemental Readings and Sources (selected excerpts from each of the following):

- Huili, “Biography of the Tripitaka Master” in Strayer’s *Ways of the World*, Chapter 8
- Xuanzang, “Record of the Western Region” in Strayer’s *Ways of the World*, Chapter 8
- Marco Polo, “Travels” in Strayer’s *Ways of the World*, Chapter 8
- Ibn Battuta, “Travels in Asia and Africa” in Strayer’s *Ways of the World*, Chapter 8
- “The Quran” in Strayer’s *Ways of the World*, Chapter 11
- “The Hadith” in Strayer’s *Ways of the World*, Chapter 11
- “The Sharia” in Strayer’s *Ways of the World*, Chapter 11
- Rumi, “Poetry” in Strayer’s *Ways of the World*, Chapter 11
- “The Secret History of the Mongols” in Strayer’s *Ways of the World*, Chapter 12
- Chinggis Khan, “Letter to Changchun” in Strayer’s *Ways of the World*, Chapter 12
- “The Chronicle of Novgorod” in Strayer’s *Ways of the World*, Chapter 12
- William of Rubruck, “Journey to the Land of the Mongols” in Strayer’s *Ways of the World*, Chapter 12
- Examples of Byzantine, Muslim, and Chinese art

Alternate Readings:

- David Christian’s article, “Silk Roads or Steppe Roads? The Silk Roads in World History” (cited above)

Selected Activities and Assessments:

- Primary Source Analysis — Art Station Activity (Theme 2): In groups, students analyze examples of Byzantine art (*Christ Pantokrator*, *Russian Nativity*, and the *Ladder of Divine Ascent*); identify elements of Eastern Orthodox theology within the Byzantine Empire; identify the artist’s purpose; and, identify possible influences on the intended audience. [CR5e]
- Jigsaw Activity (Themes 2 and 3): Students become an “expert” for a single primary source relating to Mongol rule. They then share their analysis and findings in mixed groups and then together they make conclusions. Sources include Paul Kahn’s *The Secret History of the Mongols: The Origin of Chinggis Khan* (Boston: Cheng & Tsui, 2005); Chinggis Khan, “Letter to Changchun;” “The Chronicle of Novgorod, 1016–1471;” and William of Rubruck’s “Journey to the Land of the Mongols.”
- Comparative Analysis (Themes 2 and 5): Students read, respond to questions, and make comparisons using primary sources written by travelers venturing into foreign lands (Xuanzang, Marco Polo, Ibn Battuta). [CR5c]
- Muslim Chart (Themes 2, 3, and 4): Students make a chart documenting various cultural, political, and economic achievements and make summaries of Islam’s significance to world history.

- Contextualization (Themes 1, 2, and 5): In a short-answer question, students address how Buddhism changed and accommodated itself to local contexts and cultural practices as it spread to China and through it to Korea, Japan, and Vietnam. [CR9]
- Indian Ocean Trade Simulation (Themes, various): Using maps and charts found in Strayer, Chapter 8 (“Commerce and Culture: 500–1500”) and information taken from the “Medieval Era” map found at the website, indianahistory.org, student teams role-play ocean-going merchants and port traders of the Indian Ocean trade network. (Examples include Mombassa, Aden, Calicut, and Canton.) (SB-4; ECON-2, 7) [CR4] [CR1b: maps]
- Free-Response Essay (Themes 3 and 4): Students prepare and then write a thesis-driven response to the 2005 free-response essay: “Compare and contrast the political and economic effects of Mongol rule on TWO of the following regions: China, Middle East, Russia.”

[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.

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

[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

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

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

Unit Four: Global Interactions (1450 C.E. to 1750 C.E.) [CR2]

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

Length of Unit: Four weeks

Text: Strayer, Chapters 14–16

Key Concepts:

Key Concept 4.1: Globalizing Networks of Communication and Exchange

- I. Intensification of regional trade networks
- II. Transoceanic maritime reconnaissance
- III. New maritime commercial patterns
- IV. Technological developments enabling trans-oceanic trade
- V. Environmental exchange and demographic trends: Columbian Exchange
- VI. Spread and reform of religion
- VII. Global and regional networks and the development of new forms of art and expression

Key Concept 4.2: New Forms of Social Organization and Modes of Production

- I. Labor systems and their transformations
- II. Changes and continuities in social hierarchies and identities

Key Concept 4.3: State Consolidation and Imperial Expansion

- I. Techniques of state consolidation
- II. Imperial expansion
- III. Competition and conflict among and within States

Supplemental Readings and Sources:

- Bernal Díaz del Castillo, *The Truthful History of the Conquest of New Spain* (excerpt)
- León-Portilla, Miguel. *Broken Spears: The Aztec Account of Conquest of Mexico*. Translated by Lysander Kemp. Boston: Beacon Press, 2006. (excerpt)
- Ogier Ghiselin de Busbecq, *The Turkish Letters [Regarding Sulieman I]*

Alternate Readings:

- Crosby, Alfred. *The Columbian Exchange: Biological and Cultural Consequences of 1492*. Westport, CT: Praeger, 2003.
- Crosby, Alfred. *Ecological Imperialism: The Biological Expansion of Europe, 900–1900*. New York: Cambridge University Press, 2004.
- Kirch, Patrick. “Controlled Comparison and Polynesian Cultural Evolution.” In *Natural Experiments of History*, edited by Jared Diamond and James A. Robinson. Cambridge, MA: Belknap Press, 2010.

Selected Activities and Assessments:

- Periodization: Students read the unit introduction from Strayer and compare the appropriateness of 1450 to 1750 C.E. as threshold dates for the early modern period in both Western and world history.
- Aztec Art Primary Source Analysis (Themes 3 and 5): Students analyze and assess the clash of cultures that took place during Spanish colonization of Mexico from the Aztec perspective. They then evaluate the strengths and limitations of using visual sources. Using only these sources, students write a narrative of the Spanish invasion of Mexico. **[CR1b: visual]**
- Columbian Exchange Analysis: Students examine detailed demographic graphs and charts to make conclusions regarding the Columbian Exchange. **[CR1b: quantitative]**
- Scored Discussion (Theme 5): Students read Kirch, annotate and complete planner, participate in scored discussion regarding the origins of Polynesian culture and the migrations of various Polynesian peoples, as well as providing an understanding of how archaeology and human linguistics provide a better understanding of history. **[CR5d]**
- Document-Based Essay (Themes 4 and 5): Students write an essay response to the APWH 2006 DBQ: “Analyze the social and economic effects of the global flow of silver from the mid-sixteenth century to the early eighteenth century.” **[CR13]**
- Patterns of Continuity and Change over Time (Themes 4 and 5): Students establish periodization, track change, make comparisons over time, analyze causes of change, and assess short- and long-term consequences of change. Starting in class and then finishing as a take-home exam, they respond to the 2005 Continuity and Change over Time Essay (revised): “Analyze the social and economic transformations and continuities that occurred in the Atlantic world as a result of new contacts among Western Europe, Africa, and the Americas from 1492 to 1750.” **[CR10] [CR11] [CR5a] [CR5b]**
- Visual Art Analysis: Students examine several Renaissance works of art including *The Presentation of the Virgin* by Paolo Uccello, *The Flagellation* by Piero della Francesca, and Leonardo da Vinci’s *The Last Supper*. In a classroom discussion, students consider how and why art historians emphasize the importance of artists’ discovery of linear perspective in the Renaissance. (CUL-5) **[CR4]**

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

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

[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

[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

[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.

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

Unit Five: Industrialization and Global Integration (1750 C.E. to 1900 C.E.) [CR2]

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

Length of Unit: Five weeks

Text: Strayer, Chapters 17–20

Key Concepts:

Key Concept 5.1: Industrialization and Global Capitalism

- I. Industrialization
- II. New patterns of global trade and production
- III. Transformation of capital and finance
- IV. Revolutions in transportation and communication: railroads, steamships, canals, and the telegraph
- V. Reactions to the spread of global capitalism
- VI. Social transformations in industrialized societies

Key Concept 5.2: Imperialism and Nation-State Formation

- I. Imperialism and colonialism of transoceanic empires by industrializing powers
- II. State formation and territorial expansion and contraction
- III. Ideologies and imperialism

Key Concept 5.3: Nationalism, Revolution, and Reform

- I. The rise and diffusion of Enlightenment thought
- II. Eighteenth century peoples develop a sense of commonality
- III. Spread of Enlightenment ideas propels reformist and revolutionary movements
- IV. Enlightenment ideas spark new transnational ideologies and solidarities

Key Concept 5.4: Global Migration

- I. Demography and urbanization
- II. Migration and its motives
- III. Consequences of and reactions to migration

Supplemental Readings and Sources:

- John Locke, *A Letter Concerning Toleration* (1689) (excerpt)
- Jean-Jacque Rousseau, *Social Contract* (1762) (excerpt)
- Voltaire, *Candide* (1759) (excerpt)

- Declaration of Independence (1776)
- Declaration of the Rights of Man and of the Citizen (1895)
- Preliminary Declaration by Haitian Leaders (excerpt)
- Mary Wollstonecraft, *A Vindication of the Rights of Women: With Strictures on Political and Moral Subjects* (1792) (excerpt)
- Adam Smith, *Wealth of Nations* (1776) (excerpt)
- Karl Marx, *The Communist Manifesto* (1848) (excerpt)
- Achebe, Chinua. *Things Fall Apart*. New York: Anchor Books, 1958. (excerpt)

Alternate Readings:

- Hochschild, Adam. “Where There Aren’t No Ten Commandments.” In *King Leopold’s Ghost: A Story of Greed, Terror, and Heroism in Colonial Africa*. Boston: Houghton-Mifflin, 1999.
- Leften S. Stravianos, et al. “Legacies of British Rule.” In *A Brief Global History of Man*. Boston: Allyn and Bacon, 1964.
- New Delhi National Council of Education Research and Training. “Legacies of British Rule,” In *A Textbook for Secondary Schools*.

Selected Activities and Assessments:

- Meeting of the Minds (Themes 2, 3, and 4): Students select a prominent Enlightenment figure (such as Voltaire, Montesquieu, or Locke), research and become familiar with his or her philosophies, and participate in discussion groups making arguments from their thinker’s perspective. (CUL-1, 2) **[CR4]**
- Assessing Diversity of Interpretations (Themes, various): Students assess conflicting views of the legacies of British rule in India, explore how mindset and culture affects one’s judgment, and evaluate conflicting documents (see “Legacies of British Rule” articles listed above).
- Comparison Chart (Themes 2, 3, and 5): Students complete a chart comparing motivations, causes, methods for change, and short- and long-term consequences of revolutions in America, France, Haiti, and Spanish-America. **[CR10] [CR5b]**
- Comparative Analysis (Theme 4): Students examine different documents that reveal different philosophies and reactions to the Industrial Revolution; compare ideologies of capitalism and socialism for classroom discussion; and debate using the “Philosopher’s Chair” teaching model. (ECON-6) **[CR4]**
- Colonization Chart: Using Strayer, students create a chart documenting political, cultural, and economic consequences of colonization in Australia, Hawaii, and French Indochina.
- Essay Practice (Predominantly Theme 3): Students write an essay response to the 2009 APWH Document-Based Question: “Analyze African actions and reactions to the European Scramble for Africa.” **[CR13]**
- Seminar Discussion (Themes 3 and 5): Students read, analyze, and discuss selections from *Things Fall Apart* and the above Hochschild selection with special attention paid to the effects of European contact upon African tribal life. (SB-3, 6; SOC-3) **[CR5a]**
- Quantitative Analysis (Theme 4): Students examine the graph “Measuring the Industrial Revolution” (Strayer, p. 832) and provide written analysis explaining industrial growth in Europe from 1830–1850. Then they examine the chart “The Industrial Revolution and the Global Divide” (Strayer, p. 846) and provide written analysis that identifies and explains patterns of industrial output. **[CR1b: quantitative]**

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

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

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

[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

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

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

Unit Six: Accelerating Global Change and Realignment (1900 C.E. to the Present) [CR2]

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

Length of Unit: Five weeks

Text: Strayer, Chapters 21–24

Key Concepts:

Key Concept 6.1: Science and the Environment

- I. Rapid advances in science spread assisted by new technology
- II. Humans change their relationship with the environment
- III. Disease, scientific innovations, and conflict lead to demographic shifts

Key Concept 6.2: Global Conflicts and Their Consequences

- I. Europe's domination gives way to new forms of political organization
- II. Emerging ideologies of anti-imperialism contribute to dissolution of empires
- III. Political changes accompanied by demographic and social consequences
- IV. Military conflicts escalate
- V. Individuals and groups oppose as well as intensify conflicts

Key Concept 6.3: New Conceptualizations of Global Economy, Society, and Culture

- I. States, communities, and individuals become increasingly interdependent
- II. People conceptualize society and culture in new ways
- III. Popular and consumer culture become global

Supplemental Readings and Sources:

- World War I poetry and art (various authors)
- Siegfried Sassoon, *Counter-Attack* (1918)
- Woodrow Wilson, “The Fourteen Points” (1918)
- Gandhi, “The Doctrine of the Sword” (1920)
- Desmond Tutu, “My Vision for South Africa” (1979)
- “Consumerism on the Internet,” “A Michael Jackson Fan in Slovenia,” “McDonald’s and Love in China,” and “Anti-Globalization Protest in Seattle” from Stearns’ *World History in Documents: A Comparative Reader*

Alternate Readings:

- Ambrose, Stephen. “The Atomic Bomb and its Consequences.” *In Americans at War*. Berkeley, CA: Berkeley Books, 1998.
- Alperovitz, Gar. *The Decision to Use the Atomic Bomb*. New York: Vintage, 1996. (excerpt)
- Frank, Richard. “Alternatives and Conclusions.” *In Downfall: The End of the Imperial Japanese Empire*. New York: Random House, 1999. (excerpt)
- Levene, Mark. “Why is the Twentieth Century the Century of Genocide?” *Journal of World History* 11, no. 2 (Fall 2000): 305–336.
- McKeown, Adam. “Global Migration, 1846–1940.” *Journal of World History* 15, no. 2 (June 2004): 155–189.
- Myers, Norman and Julian Simon. *Scarcity or Abundance?: A Debate on the Environment*. New York: W. W. Norton & Company, 1994.

Selected Activities and Assessments:

- Propaganda Poster Activity (Theme 3): Students analyze World War I propaganda posters from various combatant countries and make observations regarding national identity, prejudices, manipulation, and government control. Then they identify the change in behavior each poster encourages to intended audiences.
- Quantitative Analysis (Themes 3 and 4): Students examine the graph “Comparing the Impact of the Great Depression” (Strayer, p. 985), analyze why unemployment rates differed greatly between Germany and the United States, and assess each nation’s response in a classroom discussion.
- A-Bomb Seminar (Theme 3): Students read Alperovitz, Ambrose, and Frank selections, complete planner, and participate in a seminar discussing the differing historical interpretations of the political, cultural, and moral factors and consequences surrounding the decision to use the atomic bomb against Japan. [CR7]
- Global Environment Research Project (Themes 1 and 4): Students read the Simon and Meyers dialogue, read policy views of various countries (from Stearns), use internet lab to research various and specific twenty-first century environmental issues such as resource scarcity, global warming, and population growth, and then complete choice projects to demonstrate learning. (ENV-1, 5) [CR3]
- Cold War “Empires:” Students apply the specific hallmarks of empire building from the classical era (Persian, Macedonian, Roman, Han, Mauryan) and apply those models to the Soviet Union and United States geo-political and economic spheres of the Cold War era. They also assess to what degree the USSR and U.S.-built empires. (SB-3, 6) [CR3]
- Assessing Claims of Universal Standards (Theme 3): Student will understand what genocide is and whether the prohibition of genocide is a universal standard through examination of genocide case studies in Armenia, Nazi Germany, Burundi, and Rwanda.
- Decolonization Case Studies: Students identify similarities and differences in movements to separate from colonial rule in Algeria, India, and Vietnam and write an analytic comparison essay with an appropriate thesis.
- Synthesis on disparate views of Islam in the modern world: Students examine the disparate primary source excerpts at the end of Strayer’s Chapter 24 (“Contending for Islam”), which include writings from Atatürk, the Muslim Brotherhood, Khomeini, Bhutto, and Helminski. Students recognize differences and provide a cogent written explanation for the variety of opinions found therein.



AP® World History: Sample Syllabus 3

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

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