

# AP World History

**BUFORD HIGH SCHOOL**  
**2010-2011**  
**GILBERT**

## Course Description: (From the College Board)

The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts in different types of human societies. (The focus is the *world*, not just Western history.) This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in global frameworks and their causes and consequences, as well as comparisons among major societies. It emphasizes relevant factual knowledge, leading interpretive issues, and skill in analyzing types of historical evidence. Periodization, explicitly discussed, forms an organizing principle to address change and continuity throughout the course. Specific themes provide further organization to the course, along with consistent attention to contacts among societies that form the core of world history as a field of study.

## Grading Policies

**Tests: 50%**

- **Multiple Choice**
- **Essays**

**Quizzes: 20%**

- **Vocabulary**
- **Document Analysis**
- **Projects**

**Assignments: 10%**

- **Outside Reading**
- **Group Assignments**
- **Debates**

**Performance Exam: 5%**

**Semester Exam: 15%**

## Student Materials

*Notebook*

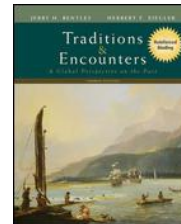
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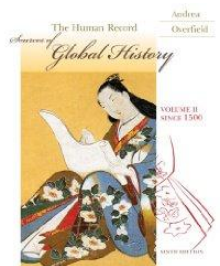
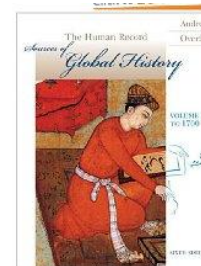
## Textbook

**Traditions and Encounters** by Jerry Bentley, Herbert Zeigler  
4<sup>th</sup> Edition, McGraw Hill Publishers 2008



## Supplemental Texts

**The Human Record Vols. I and II** by Alfred Andrea, James Overfield  
6<sup>th</sup> Edition, Wadsworth Publishing 2008  
Primary Sources



**Taking Sides Vols. I and II** by Joseph R. Mitchell, Helen Russ  
Mitchell, 3<sup>rd</sup> Edition, McGraw Hill Publishing, 2010  
Interpretive Essays covering major issues in history

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## Outside Reading (Summer/Throughout the Year)

### Historical Survey Book

#### *Old World Encounters: Cross Cultural Contacts and Exchanges in Pre-Modern Times*

By: Jerry H. Bentley

Students will study the phenomenon of syncretism of cultures between classic civilizations

### Non Fiction Book

#### *Salt; A World History* By; Mark Kurlansky

Students will interpret the impact of this mineral on history, while analyzing how the uses of salt reflect the priorities of cultures

#### *King Leopold's Ghost: A story of Greed, Terror, and Heroism in Colonial Africa*

By: Adam Hochschild

Students will analyze the impact European imperialism had on 19<sup>th</sup> century Africa and connect it to today's issues.

#### *Guns, Germs and Steel: The fates of Human Societies* By Jared Diamond

Students will analyze Diamond's thesis on European dominance in the modern age, while incorporating understanding of events in history; through pre-history to modern times

### Historical Fiction

#### *Life Along the Silk Road* By Susan Whitfield

This is a historical fictional account of participants along the Silk Road. The information comes what has been collected in the Duahang Caves in China.

### Review Guide

#### *5 Steps to a 5 AP World History* by Peggy Miller (2010 edition)

This will used after Spring Break for review. It contains 2 complete exams, along with a complete course content summary

*There will be a blog/wiki set up for AP World History over the summer and the year to log on and discuss the books you have chosen. Questions and topics will be added throughout the year to help students stay on track with their reading.*

<http://bufordapworld.pbworks.com/>

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## Themes

Students and teachers should focus on five overarching themes which serve throughout the course as unifying threads, helping students to put what is particular about each period or society into a larger framework. The themes also provide ways to make comparisons over time and facilitate cross-period questions. Each theme should receive approximately equal attention over the course of the year.

1. Interaction between humans and the environment
  - Demography and Disease
  - Migration
  - Patterns of Settlement
  - Technology
2. Development and interactions of cultures
  - Religion
  - 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.
  - Agriculture 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

## Habits of Mind: (From the College Board)

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 an AP 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.

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- Exploring the persistent relevance of world history to contemporary developments.

## What to expect from an AP Student:

- BE ON TIME!!!!**
- Always come to class prepared
- Bring your notebook
- A lot of work
- Integrity, honor, and character
- No food or drink
- All school policies and rules apply
- NO Free days

## Student Expectations

This class is planned and taught on the level of a college class. The expectations are naturally high. With these high expectations, you will be rewarded with the experience of being challenged on the college level. Each student will be expected to read on their own, come to class prepared to be an active participant.

## Expectations Per Unit

Each unit or section that is taught throughout the year will cover the five broad units that are listed in the thematic outline attached. These units are divided along time periods along with the major theme that explains the main events of the era. Students should expect to have a weekly plan that will include reading each night. This reading can include sections of the text, or portions of the supplemental text; **The Human Record**. This will also be supplemented with outside articles and novels that will help students gain a deeper understanding of content through the analysis of perspectives from the past. Along with the readings for each unit, students will be expected to perform an essay that conveys understanding of the unit's content. These essays will also be used as practice for the AP Exam's Free Response section. The skills to master these essays, the Document Based Question, the Change over time, and Comparative essays, are rather extensive, so students can expect to be asked to complete one of the three types of essays every one to two weeks, along with each unit test.

## The Exam

Every part of the AP World History Exam assesses habits of mind as well as content. For example, in the multiple-choice section, maps, graphs, artwork, and quotations may be used to judge students' ability to assess primary data, while other questions focus on evaluating arguments, handling diversity of interpretation, making comparisons among societies, drawing generalizations, and understanding historical context. In Part A of the essay section of the exam, the document-based question (DBQ) focuses on assessing students' ability of construct arguments, use primary documents, analyze point of view and context, and understand global context. The remaining essay questions in Parts B and C focus on global patterns over time and space with emphasis on processes of continuity and change (Part B) and on comparisons within and among societies (Part C)

**AP WORLD HISTORY EXAM: MAY 13<sup>TH</sup>!!!**

*I hereby understand that there are unique expectations for AP World History and that by signing I understand and agree to uphold these expectations:*

# AP World History

## **BUFORD HIGH SCHOOL 2010-2011 GILBERT**

**Student Signature:** \_\_\_\_\_

**Parent Signature:** \_\_\_\_\_

**Here is a Calendar that will be used for the 2009-2010 School Year. These dates are flexible and events may be adjusted due to unforeseen events.**

			Thursday 8-5 Introduction Syllabus Periodization Intro Summer Reading Papers Due	Friday 8-6 PERSIA Intro Human Record Intro. Old World Encounters Quiz Ch. 1
Monday 8-9 Pgs 17-23 AP Exam Intro Multiple Choice	Tuesday 8-10 Pgs. 31-43 AP Exam Intro COT –Chart	Wednesday 8-11 Pgs 43-57 AP Exam Intro CC-Chart	Thursday 8-12 DBQ Introduction SOAPStone, Language Migration Map	Friday 8-13 Human Record 8-17
Monday 8-16 Ch. 3 39-83 Terms/Map	Tuesday 8-17 Power Point/ Documents	Wednesday 8-18 COT Essay Ch. 5&8	Thursday 8-19 Ch. 4 Aryan and Classical Civilizations in India	Friday 8-20 Human Record pg 41- 46, 24-28, 63-67 Religious Comparison
Monday 8-23 Ch. 5 and 8 China Beginnings	Tuesday 8-24 Chinese Invention Sheet, Analysis	Wednesday 8-25 Shang, Qin, Zhou Power Point Artifact Internet Analysis	Thursday 8-26 Essay American/Oceania Beginnings	Friday 8-27 PERSIA-Classical India/China
Monday 8-30 Development of Greek Civilization Guided Reading	Tuesday 8-31 Ch. 10 'Classical' Civilization	Wednesday 9-1 Comparison Essay	Thursday 9-2 Discussion Question	Friday 9-3 Unit I Test
<del>Monday 9-6 No School</del>	Tuesday 9-7 Christianity/Judaism Comparison	Wednesday 9-8 Unit I Review	Thursday 9-9 Unit I Test	Friday 9-10 Ch. 12 Terms/Map
Monday 9-13 Ch. 12 Greek Notes Marathon Story Article	Tuesday 9-14 Ch. 12 Roman Notes/Map	Wednesday 9-15 "Rome Never Fell" Debate Article/Paper Byzantine Notes	Thursday 9-16 Outline	Friday 9-17 Outline
Monday 9-20 Pgs. 345-352 Islamic Beginnings Guided Reading	Tuesday 9-21 Ch. 14 Questions Qur'an Readings/Grouping	Wednesday 9-22 Pg 353-358 Map Activity	Thursday 9-23 Pg 358-370 Muslim Dynasty Comparison	Friday 9-24 'Big Three' Religions Venn Diagram
Monday 9-27 Ch. 15, 16, 18 Read pgs 375-395 Bentley Complete Indian Ocean Map	Tuesday 9-28 Read pgs. 395-400, 405-418 Bentley Dunhuang Cave documents	Wednesday 9-29 Ch. 3 pgs. 67-89 Old World Encounters Quiz Dynasty, empire Chart	Thursday 9-30 Read pgs. 492-496, 499-500 DBQ	Friday 10-1 Review Terms
Monday 10-4 Human Record Readings/Review	Tuesday 10-5 Read pgs. 417-423 Mid Term Exam	Wednesday 10-6 Finish Ch. 3 In Old World Encounters	Thursday 10-7 Read pgs. 462-468 Notes Over East African States	<del>No School</del>
<del>No School</del>	Tuesday 10-12 Pgs. 484-500 Africa Map Discuss Ch. 3 Old World Encounter	<del>PSAT</del>	Thursday 10-14 Ibn Battuta Documents	Friday 10-15 Human Record pgs. 339-352 Analysis
Monday 10-18 The Human Record 339-352 Africa Quick Quiz Causes of the Middle Ages	Tuesday 10-19 Periodization in Medieval Europe pgs. 436-439, 449-454, 510-517 Role of Church	Wednesday 10-20 Feudalism Pgs. 484-599 Feudalism Pyramid- Japanese comparison	Thursday 10-21 Contact with Eastern Hemisphere, Trade, conquest, Crusades, Pgs 576-579, 523-534	Friday 10-22 Old World Encounters 100-110 Quiz Middle Ages DBQ

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Monday 10-25 High Middle Ages Society Pg 510-523 Discussion Questions	Tuesday 10-26 Crusader Impact Issues/Debate Review COT Essay	Wednesday 10-27 Turkish Empires Pgs 461-488 Identification of Turks, Mongols Middle Ages Quiz	Thursday 10-28 Mongol Empire Pg 467-480 Map, Terms	Friday 10-29 Mongol Impact C & C Essay Genghis Khan: Good or Evil? Old World Encounters Ch. 4
Monday 11-1 African Kingdoms Pgs 484-504/539-549 Mongol/Turks Impact	Tuesday 11-2 North American Kingdoms Chart Pg. 550-561	Wednesday 11-3 South American/Oceanic Kingdoms Chart/Comparison Map Review	Thursday 11-4 PERSIA Review	Friday 11-5 Unit III Common Assessment
Monday 11-8 COT/DBQ Timed Essay	Tuesday 11-9 Pg. 565-576 Discussion Questions	Wednesday 11-10 Exploration Beginnings Europe/China Chart/Comparison Map	Thursday 11-11 Old World Encounters Ch. 5 Review Question	Friday 11-12 Pg. 598-608 World Regional Review
Monday 11-15 Exploration Notes	Tuesday 11-16 Joint Stock Companies Human Record pgs 418-425, 453-464 Computer Work BEIC, VOC	Wednesday 11-17 Europe in America Pg 665-676 DBQ	Thursday 11-18 Europe in America/Africa Pg. 676-686 Map/Timeline	Friday 11-19 Exploration Review Pgs. 695-718 Quick Quiz
Monday 11-29 Religion in America Ch. 25, 26 Our Lady of Guadalupe, African Spirituality Primary Readings	Tuesday 11-30 Ming/Qing China Pgs. 723-731 Terms Zheng He Documents/Artifacts	Wednesday 12-1 China Continued Pgs. 731-738 Discussion Question	Thursday 12-2 Japanese Culture, Tokugawa Pg. 738-749 Human Record Vol. 2 pgs. 72-74 Map/Timeline	Friday 12-3 Japan Continued Human Record Vol 2 Pgs. 86-92 Quick Quiz
Monday 12-6 China/Japan Comparison Summary	Tuesday 12-7 1 <sup>st</sup> Semester Performance Assessment	Wednesday 12-8 Period Review, PERSIA	Thursday 12-9 Begin Exam Review	Friday 12-10 Exam Review
Monday 12-13 Exam Review	Tuesday 12-14 Semester Exam-Full Practice AP Exam	Wednesday 12-15 1 <sup>st</sup> , 2 <sup>nd</sup> Exam	Thursday 12-16 3 <sup>rd</sup> , 4 <sup>th</sup> Exam	Friday 12-17 5 <sup>th</sup> , 6 <sup>th</sup> Exam
Monday 1-3 No School	Tuesday 1-4 Scientific Revolution and Enlightenment Pgs 654-661 Impact of this period, connection to past and future	Wednesday 1-5 Creation of New Religions Pg 631-637 Discussion Questions Comparison New Religions	Thursday 1-6 Cont. Pg. 715, 392-393, 766	Friday 1-7 Major Developments and Exchanges in the arts Pg. 738, 739, 744, 745 Slide Show
Monday 1-10 Major Developments and Exchanges in the arts Analyze pgs. 738, 739, 744, 745	Tuesday 1-11 Transitions 1750-1914 Reasons for Break, New Time Period	Wednesday 1-12 Revolution CH. 29 pgs. 781-794	Thursday 1-13 Revolution Continued Character/Idea study	Friday 1-14 Impact of Revolutions Human Record
Monday 1-17 No School	Tuesday 1-18 Create Your Own DBQ Assignment	Wednesday 1-19 DBQ Assignment Create Rubric	Thursday 1-20 Ch. 29 Review Comparison of Revolutions, Timeline Quick Quiz	Friday 1-21 Ch. 30 Pgs 816-825 Factors of Industrialization
Monday 1-24 Factors of Industrialization Chart	Tuesday 1-25 Documents pgs 825-842/Human Record Create Power Point	Wednesday 1-26 Power Point Presentation	Thursday 1-27 Gender Issues in IR 'Taking Sides' Chapter Analysis	Friday 1-28 Mini DBQ Complete Document Analysis
Monday 1-31 Industrial Protest Movements Human Record pgs 240-253 Analysis Questions	Tuesday 2-1 Document Analysis Power Point notes	Wednesday 2-2 Latin American Reform/Haiti Timeline	Thursday 2-3 Industrialization Review	Friday 2-4 Unit IV Part ! Test

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Monday 2-7 Gunpowder Empires Chart/Terms Comparison	Tuesday 2-8 Middle East in Transition Pgs. 879-885 Human Record pgs 189-194, 199	Wednesday 2-9 Russian History Pg. 886-892 Pg. 645-646 Russian Article, Timeline	Thursday 2-10 Japanese in Transition Pg 899-904 'What Not to Wear' Meiji Style Computer Primary source Analysis	NO SCHOOL
NO SCHOOL	Tuesday 2-15 Japanese Review, Imperialism Intro Power Point	Wednesday 2-16 Imperialism Motives Pg 909-927 Document Analysis	Thursday 2-17 Imperialism Impact Pg 927-938	Friday 2-18 Review Test Monday
Monday 2-21 Unit IV Test Part II	Tuesday 2-22 WWI Introduction Terms/Map	Wednesday 2-23 Causes Outline Human Record Trench Warfare Analysis 'Gallipoli' Clip	Thursday 2-24 Events of War, Timeline	Friday 2-25 Impact of War- Documents, Question
Monday 2-28 Computer Work- Propaganda Art Analysis	Tuesday 3-1 Computer Work-21 Demands, Treaty of Versailles, Middle East Mandates Analysis	Wednesday 3-2 2 <sup>nd</sup> Semester Mid Term	Thursday 3-3 Pg. 963-963 Russian Revolution Impact Romanov Family Album Power Point	Friday 3-4 No School
Monday 3-7 Lenin Documents- Human Record	Tuesday 3-8 Between War Terms, Movements, Characteristics Pg. 977-990	Wednesday 3-9 Rise of Totalitarian States: Europe Pg. 990-1000 <i>Mein Kampf</i> Stalin Propaganda	Thursday 3-10 Rise of Totalitarian States: Asia Pg. 1005-1014 Long March/Japanese Documents	Friday 3-11 Tot. Continued African-Latin American Nationalism Pg1014-1028
Monday 3-14 Quick Quiz Ch. 35/36 WWII Causes Pg. 1031-1037 Terms/Map	Tuesday 3-15 Events of War Power Point Pg. 1037-1047	Wednesday 3-16 War at Home/Atrocities/End of War Holocaust History/Causes Paper/Documents	Thursday 3-17 Analyze Beginnings of Next War Cold War Map/Terms Pg. 1047-1058	Friday 3-18 Nuclear Issue 'Taking Sides' Cold War Documents/Propaganda
Monday 3-21 Pg. 1063-1076 Cold War Society 'Races' Internet Project	Tuesday 3-22 Pg 1076-1090 Causes Reasons for End of Cold War	Wednesday 3-23 Quick Quiz Ch. 37-38 Pg 1095-1111 India Independence History	Thursday 3-24 Gandhi Documents Africa/Asia Independence Case Studies	Friday 3-25 Pg. 1112-1127 Case Studies Cont.
Monday 3-28 Ch. 40 Highlights COT -Themes of Era	Tuesday 3-29 COT-Themes of Era Cont.	Wednesday 3-30 Test Review	Thursday 3-31 Test Review	Friday 4-1 Final AP Test
Monday 4-11 Review Begins Diagnostic Exam World History Unfolding DBQ Lesson #1 World Leader Tournament	Tuesday 4-12 Review Chapter 5, 6, 7 Research Key Documents/Meanings	Wednesday 4-13 Review Chapter 8	Thursday 4-14 Review Chapter 9 World History Unfolding DBQ Lesson #2	Friday 4-15 Review Chapter 10 COT Period Chart- Themes
Monday 4-18 Unit II Review Review Ch. 11 WHU DBQ Lesson #3	Tuesday 4-19 Review Ch. 12 WHU DBQ Lesson #4	Wednesday 4-20 Review Ch. 13 Research Key Documents/Meanings	Thursday 4-21 Review Ch. 14 WHU DBQ Lesson #5	Friday 4-22 Review Ch. 15 COT Period Chart- Themes
Monday 4-25 Unit III Review Review Ch. 16 WHU2 DBQ Lesson #1	Tuesday 4-26 Review Ch. 17	Wednesday 4-27 Review Ch. 18 WHU2 DBQ Lesson #4	Thursday 4-28 Review Ch. 19	Friday 4-29 COT Period Chart- Themes
Monday 5-2 Unit IV Review Review Ch. 20, 21 WHU2 DBQ Lesson # 5	Tuesday 5-3 Review Ch. 22, 24	Wednesday 5-4 Review Ch. 23 COT Period Chart-Themes	Thursday 5-5 Unit V Review Review Ch. 25	Friday 5-6 Review Ch. 26, 27

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Monday 5-9 Review Ch. 28, 30	Tuesday 5-10 Review Ch. 29, 31 COT Period Chart- Themes	Wednesday 5-11 Review	Thursday 5-12 AP EXAM!!	Friday 5-13 Film Analysis
Monday 5-16 Performance Assessment Film Analysis	Tuesday 5-17 Film Analysis	Wednesday 5-18 Film Analysis	Thursday 5-19 Exams	Friday 5-20 Exams
Monday 5-23 Exams	Tuesday 5-24 LAST DAY!!			

The following is an approximate layout of dates and assignments for the units in AP World history. The end of each unit may vary from 2-3 days forward or backward. Tests and other assignments will be taken up on the last date listed below.

### **Unit I 8000 BC-600 A.D. Foundations pgs 17-283 Aug 7<sup>th</sup>-Sept 10th**

1. Locating World History in Environment and Time
  - Environment
    - Interaction of Geography and climate with the development of human society.
    - The Environment as historical actor
    - Demography: Major population changes resulting from human and environmental factors
  - Time
    - Periodization in early human history
    - Nature and causes of changes associated with the time span
    - Continuities and breaks within the time span; e.g., the transition from river valley civilizations to classical civilizations
  - Diverse Interpretations: ***Read Chapter 1, 3, and 6 of Guns, Germs and Steel by Jared Diamond, Human Record Vol. 1 Part 1***
    - What are the issues involved in using “civilization” as an organizing principle in world history?
    - What is the most common source of change: connection or diffusion versus independent invention?
    - What was the effect of the Neolithic Revolution on gender relations?
2. Developing agriculture and technology
  - Agricultural, pastoral, and foraging societies and their demographic characteristics (Africa, the Americas, Europe, and Asia)
  - Emergence of agriculture and technological change
  - Nature of village settlements
  - Impact of agriculture on the environment
  - Introduction of key stages of metal use.
3. Basic features of early civilizations in different environments: culture, state, and social structure. In addition, students should know enough about two early civilizations to compare them.

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- Mesopotamia
  - Egypt
  - Indus or Harappa civilization
  - Shang or Huang He (Yellow River) valley civilization
  - Mesoamerica and Andean South America
4. Classical Civilizations
- Major political developments in China, India, and the Mediterranean, and Mesoamerica
  - Social and Gender Structures
  - Major trading patterns within and among classical civilizations; contacts with adjacent regions
  - Arts, sciences and technology
5. Major Belief Systems
- Basic features and locations of major belief systems prior to 600 A.D.
  - Polytheism
  - Hinduism
  - Judaism
  - Confucianism
  - Daoism
  - Buddhism
  - Christianity
6. Late Classical period (200 A.D. to 600 A.D.)
- Collapse of empires/states (Han China, western portion of the Roman Empire, Persian, Gupta)
  - Movements of peoples (Bantu, Huns, Germans, Polynesians)
  - Interregional networks by 600 A.D.: trade and the spread of religions

**Unit II 600-1450 A.D. Connections pgs. 287-480 Sept 11<sup>th</sup>-Nov. 6<sup>th</sup>**  
**-End 1<sup>st</sup> 9 Weeks Oct. 15<sup>th</sup>**

1. Questions of Periodization
- Nature and causes of changes in the world history framework leading up to 600-1450 as a period
  - Emergence of new empires and political systems (e.g. Umayyad, Abbasids, Byzantium, Russia, Sudanic states, Swahili Coast, Tang, Song, and Ming China, Delhi Sultanate, Mongol, Turkish, Aztec, Inca)
  - Continuities and breaks within the period (e.g. the effect of the Mongols on international contacts and on specific societies)
2. Islamic World
- The rise and role of Dar al-Islam as a unifying cultural and economic force in Eurasia and Africa
  - Islamic political structures, notably the caliphate
  - Arts, sciences, and technologies
3. Interregional Networks

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- Development and shifts in interregional network of trade, technology, and cultural exchange
  - Trans-Saharan trade
  - Indian Ocean trade
  - Silk Roads
  - Economic innovations (e.g. Tang, Song, and early Ming China, Swahili Coast trade, economic systems in the Americas)
- Missionary outreach of major religions
- Contacts between major religions, e.g. Islam and Buddhism, Christianity and Islam
- Impact of the Mongol Empires
- 4. Political Systems and cultural patterns
  - East Asia
    - China's Expansion-Tang
    - Chinese influence on surrounding areas and its limits (Japan, Vietnam, and Korea)
    - Change and continuities in Confucianism
  - The Americas
    - Apex and decline of the Maya
    - Rise of the Aztec
    - Rise of the Inca
  - Restructuring of Europe
    - Decentralization-medieval society
    - Division of Christianity
    - Revival of Cities
  - Africa
    - Sudanic empires (Mali, Ghana, Songhai)
    - Swahili Coast
  - South Asia and Southeast Asia
    - Delhi Sultanate
    - Vietnam
  - Arts, Sciences, and Technologies
- 5. Demographic and environmental changes
  - Impact of migrations on Afro-Eurasia and the Americas (e.g. Aztecs, Mongols, Turks, Vikings, and Arabs)
  - Consequences of plague pandemics in the fourteenth century
  - Growth and role of cities (e.g., the expansion of urban commercial centers in Song China and administrative centers in Africa and the Americas)
- 6. Diverse Interpretations –*use of excerpts from Qur'an, A Brief History of the Middle East by Christopher Catherwood, Human Record Vol. 1 Part II, III Old World Encounters, Chapters 2, 3, 4*
  - What are the issues involved in using cultural areas rather than states as units of analysis?

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- What are the sources of change: nomadic migrations versus urban growth?
- Was there a world economic network in this period?
- Were there common patterns in the new opportunities available to and constraints placed on elite women in this period?
- To what extent was Dar al-Islam a unified cultural/political entity?

## **Unit III 1450-1750 A.D. Expansion pgs. 483-775 Nov. 6<sup>th</sup>-Dec 18<sup>th</sup>**

1. Questions of Periodization
  - Continuities and breaks, causes of changes from the previous period and within this period
2. Change 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, Britain, Tokugawa, Mughal, characteristics of African kingdoms in general but knowing one (Kongo, Benin, Oyo, Dahomey, Ashanti, Shoghay) as illustrative
  - Gender and empire (including the role of women and households and in politics)
4. Slave systems and slave trade.
5. Demographic and environmental changes: diseases, animals, new crops, and comparative population trends
6. Cultural and intellectual developments
  - Scientific Revolution and the Enlightenment
  - Comparative global causes and impact of cultural change (e.g., African contributions to cultures in the Americas)
  - Major developments and exchanges in the arts (e.g., Mughal, the Americas)
  - Creation of new religions (Vodun, Zen, Sikhism, Protestantism)
7. Diverse interpretations: *Taking Sides-Columbus Debate, Human Record Vol. II Part I*
  - What are the debates about the timing and extent of European predominance in the world economy?
  - How does the world economic system of this period compare with patterns of interregional trade in the previous period?

**-End 2<sup>nd</sup> 9 Weeks**

**-Practice AP Exam Given**

## **Unit IV 1750-1914 A.D. Transitions pg. 781-938 Jan. 5-Feb. 22<sup>nd</sup>**

1. Questions of Periodization
  - Continuities and breaks; causes of changes from the previous period and within this period
2. Changes in global commerce, communications, and technology

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- Industrial Revolution (transformative effects on and differential timing in different societies; mutual relation of industrial and scientific developments; commonalities)
  - Changes in patterns of world trade
3. Demographic and environmental changes (migrations; end of the Atlantic slave trade; new birthrate patterns; food supply; medicine)
  4. Changes in social and gender structure (Industrial Revolution; commercial and demographic developments; emancipation of serfs/slaves; and tension between work patterns and ideas about gender; new forms of labor systems)
  5. Political revolutions and independence movements; new political ideas
    - United States and Latin American independence movements
    - Revolutions (France, Haiti, Mexico, China)
    - Rise of nationalism, nation-states, and movements of political reform
    - Rise of democracy and its limitations: reform; women; racism
  6. Rise of Western dominance (economic, military, political, social, cultural, and artistic, patterns of expansion; imperialism, colonialism, and neocolonialism) and different cultural and political reactions (dissent; reform; resistance; rebellion; racism; nationalism; impact of changing European ideologies on colonial administrations)
  7. Patterns of cultural and artistic interactions among societies in different parts of the world (African and Asian influences on European art; cultural policies of Meiji Japan)
  8. Diverse Interpretations *Human Record Vol II Part II, III, Excerpts from King Leopold's Ghost*
    - What are the debates about the causes and effects of serf and slave emancipation in this period, and how do these debates fit into broader comparisons of labor systems?
    - What are the debates over the nature of women's roles in this period? How do these debates over the nature apply to industrialized areas and how do they apply in colonial societies?
    - What are the debates over the causes of European/British technological innovation versus development in Asia/China?

**Unit V 1914-Present Modernization pgs 945-1165 Feb 22<sup>nd</sup>-Apr 2<sup>nd</sup>**

***End of 1<sup>st</sup> 9 Weeks Mar. 4<sup>th</sup>***

1. Questions of Periodization
  - Continuities and breaks; causes of changes from the previous period and within this period
2. War and peace in a global context (the World Wars; colonial soldiers in the First World War; the Holocaust; the Cold War; nuclear weaponry; international organizations and their effect on the global framework, e.g. globalization of diplomacy and conflict; global balance of power; reduction of European influence; the League of Nations, the United Nations, the Non-Aligned Nations)

# AP World History

**BUFORD HIGH SCHOOL**

**2010-2011**

**GILBERT**

3. New patterns of nationalism (fascism; decolonization; racism, genocide; the breakup of the Soviet Union)
4. Effects of major global economic developments (e.g., the Great Depression in Latin America; technology; Pacific Rim; multinational corporations)
5. New forces of revolution and other sources of political innovations
6. Social reform and social revolution (changing gender roles; family structures; rise of feminism; peasant protest; international Marxism; religious fundamentalism)
7. Globalization of science, technology, and culture
  - Developments in global cultures and regional reactions, including science and consumer culture
  - Interactions between elite and popular cultures and art
  - Patterns of resistance including religious responses
8. Demographic and environmental changes (migrations; changes in birthrates and death rates; new forms of urbanization; deforestation; green/environmental movements; rural to urban shifts)
9. Diverse interpretations *Human Record Vol II Part IV, Taking Sides, Atomic Debate*
  - Is cultural convergence or diversity the best model for understanding increased intercultural contact in the modern world?
  - What are the advantages and disadvantages of using units of analysis for the modern world, such as the nation, the world, the West, and the developing world?

Spring Break April 3<sup>rd</sup>-11<sup>th</sup>

AP Exam Review April 12<sup>th</sup>- May 12<sup>th</sup>

***AP Exam May 13<sup>th</sup>!!!***