

Teacher:
Phone:
Email:
Classroom:
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AP World History

JS Morton HS District 201
2015-2016



Morton's full-year AP® World History course explores the expansive history of the human world. As a student in this class, you will learn many facts, but also the critical thinking skills necessary to analyze historical evidence, the reading skills necessary for success at the college level, and the writing skills to demonstrate mastery of a historical point of view. Five themes will be used in a chronological study of humanity from the beginning of history to the present.

An important skill you will acquire in the class is the ability to examine change over time, including the causation of events as well as the major effects of historical developments, the interconnectedness of events over time, and the spatial interactions that occur over time that have geographic, political, cultural, and social significance. It is important for each student to develop the ability to connect the local to the global, and vice versa. You also will learn how to compare developments in different regions and in different time periods as well as understand the context of important changes and continuities throughout world history.

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

What will you learn in this course?

Key Concepts	AP World History Standards (I Can) for each Key Concept
Technological and Environmental transformations from prehistory to c. 600 B.C.E. <i>(see syllabus page 5 for a detailed explanation of key concepts)</i>	KC 1.1 I can explain big geography and the peopling of the Earth. KC 1.2 I can assess the importance of the Neolithic Revolution and development of early agricultural societies. KC 1.3 I can describe the development and interactions of early agricultural, pastoral and urban societies.
Organization and Reorganization of Human Societies from c. 600 B.C.E. to c. 600 C.E. <i>(see syllabus page 6 for a detailed explanation of key concepts)</i>	KC 2.1 I can explain the development and codification of religious and cultural traditions. KC 2.2 I can describe the development of states and empires. KC 2.3 I can assess the importance of the emergence and intensification of communication and exchange.
Regional and Trans- regional interactions from c. 600 C.E. to c. 1450 C.E. <i>(see syllabus page 7 for a detailed explanation of key concepts)</i>	KC 3.1 I can assess the importance of the expansion and intensification of communication and exchange networks. KC 3.2 I can explain the continuity and innovation of state forms and their interactions. KC 3.3 I can describe increased economic productive capacity and its consequences.
Global Interactions from c. 1450 to c. 1750. <i>(see syllabus page 8 for a detailed explanation of key concepts)</i>	KC 4.1 I can assess the importance of globalizing networks of communication and exchange. KC 4.2 I can explain new forms of social organization and modes of production. KC 4.3 I can describe new forms of state consolidation and imperial expansion.
Industrialization and Global Integration from c.1750 to c. 1900. <i>(see syllabus page 9 for a detailed explanation of key concepts)</i>	KC 5.1 I can explain the process of industrialization and global capitalism. KC 5.2 I can evaluate new forms of imperialism and nation-state formation. KC 5.3 I can assess the importance of nationalism, revolution, and reform. KC 5.4 I can describe new trends in global migration.
Accelerating global change and realignments from c 1900 to the present. <i>(see syllabus page 10 for a detailed explanation of key concepts)</i>	KC 6.1 I can explain developments in science and environmental change. KC 6.2 I can assess the importance of global conflicts and their consequences. KC 6.3 I can describe new conceptualizations of global economy, society and culture
APWH Test Review & Preparation. <i>(see syllabus page 11-12 for a detailed explanation of key concepts)</i>	I can successfully prepare for the annual Advanced Placement end of course examination, understand and engage in practice multiple choice tests, explain the rubric requirements for Free Response Questions, use historical knowledge and tools in the construction of AP quality responses to 3 different timed essays (DBQ, CCOT, and Comparison), and successfully take the College Board's AP World History test in May.

How will you know if you've learned the Key Concepts?

STANDARDS GRADING SCALE

Grade Scale	A- Advanced/ Exemplary	B-Proficient	C-Basic	D-Needs Improvement	E-Not Passing	I-Incomplete
	4.0-5.0	3.0-3.9	2.0-2.9	1.0-1.9	0.1-0.9	0.0

Unit Worth as a % of Semester Grade	Semester 1		Semester 2	
	Key Concept 1: Technological and Environmental transformations to c. 600 B.C.E.	20%	Key Concept 4: Global Interactions c. 1450 to c. 1750 (part 2)	20%
Key Concept 2: Organization and Reorganization of Human Societies c. 600 B.C.E. to c. 600 C.E.	20%	Key Concept 5: Industrialization and Global Integration c., 1750 to c. 1900	20%	
Key Concept 3: Regional and Trans- regional interactions c. 600 C.E. to c. 1450 C.E.	20%	Key Concept 6: Accelerating global change and realignments, c 1900 to present	20%	
Key Concept 4: Global Interactions c. 1450 to c. 1750 (part 1)	20%	Key Concept 7: APWH Test Review	20%	
Semester 1 Final Examination	20%	Semester 2 Final Examination	20%	

Within each unit, you will be graded according to the following weights:

Assignment Categories	Common Unit Assessments (Summative)	60%	Comprehensive Unit Examinations (6) Primary Source Notebook (AIMs Notebook) Writing (Full FRQs & DBQs)
	Interim Assessments (Summative)	30%	Chapter Quizzes Projects Writing (Thesis & Short Answer)
	Formative Assessments	10%	Chapter Outlines Other in-class assignments

Students demonstrate mastery of unit objectives, key concepts, and development assessments through achievement of proficiencies as measured by RUBRICS provided with each assessment.

Course Requirements (*Necessary Evidence to determine competency and achieve credit for the class*)

To earn credit for the course, students must meet the following requirements:

- 1) Students must take every common unit assessment EXAM and achieve a 2 (C-) or higher on the integer scale (basic).
- 2) Students must complete every common unit assessment PROJECT and WRITING Assignment and achieve a 2 (C-) on the integer scale (basic).
- 3) Students must complete all unit primary sources in the primary source notebook and achieve a 2 (C-) on the integer scale (basic).

Students who do not meet these requirements will receive an I (incomplete) for the semester. If requirements are not met within three weeks after the semester, the student will earn a grade of E.

What do YOU need to do if you have not mastered the Assignment Categories?

Morton's Re-do/Re-Take Policy

J. Sterling Morton High School District 201 holds high standards for student achievement. To maintain high expectations and provide support for all students to meet them, the district enforces a re-do policy for student work that does not meet or exceed standards.

Students are *expected* to re-do summative assessments that do not meet or exceed standards.
 Students are *encouraged* to re-do formative assessments that do not meet or exceed standards.
 Students will be provided reasonable opportunities for re-do on any course requirement assessment.

Students must request a re-do within *one week* after receiving the graded assignment from the teacher. The teacher will communicate to the student any requirements that must be met prior to the re-do (i.e. after-school tutoring, extra practice assignments, etc.), as well as the deadline for completing re-do.

The maximum grade earned on a re-do shall be full credit, given the original item is submitted on time with full effort demonstrated. The teacher has the discretion to return any item, ungraded, that is not complete or does not demonstrate full effort. Such an item will be subject to the late policy, with the final grade reflecting any loss of credit due to the late or incomplete submission.

What will we do when YOU have already learned it?

Students who master the standards before the end of the unit will be offered enrichment assignments or projects to extend their learning. Students who decline are expected to complete required unit assignments and assessments.

Extra help

Students who are not passing the course are ***REQUIRED*** to seek extra help. Further, any student who wants to improve his or her performance and grade is ***ENCOURAGED*** to ask for support.

***Required Supervision Time for students failing:**

***Classroom HOURS:**

Parent Liaison

District 201 has parent liaisons who act as intermediaries for students, families, and teachers. Liaisons can make phone calls, send emails, and set up meetings for parents and teachers. Also, liaisons can take concerns of the parents to the teachers. Parent liaisons will also communicate with parents in regard to concerns or compliments of the teachers. Overall, liaisons will help bridge communication between the school and the community through parent, teacher, and administration contact. Feel free to contact the parent liaison at your child's Morton campus using the information below.

Morton East - Jessica Ibarra jibarra@jasmorton.org
 Morton West – Yadira Camacho ycamacho@jasmorton.org
 Freshman Center – Linda Montejano lmontejano@jasmorton.org

Procedures and Rules

- Students are expected to inquire about missed learning/assignments immediately upon return from an absence.
- Students will make up or re-take tests at the testing center, available from 8:00-8:45 on Late Start Days.
- Daily participation is expected.
- Students must bring their required supplies to class every day.
- Students are expected to adhere to all school rules as described in the student handbook.
- Electronics are not allowed during class time. Wearing of headphones, playing electronic games, etc. during class time is not appropriate or permitted in the classroom.
- Students are expected to behave respectfully towards the teacher and fellow classmates at all times.

AP World History Class Resources

Main Textbook: Strayer, Robert, Ways of the World, A.P.2nd edition, Bedford/St. Martin's, 2013

Review Textbook: Martin, Peggy, 5 Steps to a 5: AP World History, McGraw/Hill, 2015

Students will analyze quantitative sources through study and interpretation of graphs, charts, and tables from The DBQ Project: Document Based Questions in World History, by Charles Brady and Phil Roden, 2010 and released Document Based Questions by the College Board

Themes and AP World History:

Students in this course must learn to view history thematically. 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. Consequently, virtually all study of history in this class will be tied back to these themes by utilizing a “SPICE” acronym.

Social--Development and transformation of social structures

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

Political--State-building, expansion, and conflict

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

Interaction between humans and the environment

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

Cultural--Development and interaction of cultures

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

Economic--Creation, expansion, and interaction of economic systems

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

Unit 1: Technological and environmental transformations to 600 B.C.E. (3 Weeks)

Key Concept 1.1 Big Geography and the Peopling of the Earth

Key Concept 1.2 the Neolithic Revolution and early agricultural societies

Key Concept 1.3 The development and interactions of early Agricultural, pastoral and urban societies.

Strayer, Part 1 Chapters 1 & 2, & Jared Diamond, Guns Germs & Steel, & The Biggest Mistake, and David Christian, The Case for Big History

Introduction-World History in Place and Time- David Christian “The Case for Big History”

Essential ? What does it mean to be in APWH?

World Focus- Big Geography & AP Regions. Students will complete mapping activity.

History Focus-Historical Thinking Skills. Students will analyze the tools of history including various types of sources, chronology, with a special focus on causation

Advanced Focus-Course Themes (SPICE). Students will complete an activity that categorizes the course themes by the SPICE concept, analyzes their life in relation to the themes, interview other students, & then compare & contrast these themes in a graphic organizer.

Periodization Focus-Timelines. Students will complete an activity after watching Jared Diamond’s Guns, Germs, & Steel that examines the differences between Paleolithic and Neolithic time periods. Assessment: Thesis template, students complete argument justifying the periodization scheme.

1. First Peoples; First Farmers (Strayer Ch. 1, Diamond, “The Biggest Mistake in World History”)

Essential ? In what ways did the Neolithic Revolution change human development?

First Migrations—Out of Africa. Students complete a mapping activity of “big migration” & develop a simple historical argument with evidence of the reasons for these migrations into Europe, Asia, Australia, & the Americas, the tools necessary for survival, & how different groups might have traded with each other.

After examining the tools and techniques of anthropologist Margorie Shostak, students will examine how she used these tools & techniques in “Nisa: the life and words of an !Kung Woman.” Students will then examine the findings of anthropologists & archaeologists of Paleolithic life.

The Neolithic Revolution—After reading Jared Diamond’s “The Biggest Mistake,” students will complete a comparison of the Paleolithic & Neolithic eras & craft a historical argument addressing Diamond’s position.

2. First Civilizations (Strayer Chapter 2)

Essential ? What were differences & similarities between first civilizations?

After modeling a SPICE analysis of Mesopotamia, students will analyze how geography affected the development of civilizations in Africa (Egypt), South Asia (Indus), East Asia (Shang), Mesoamerica (Olmecs), and the Andean South America (Chavin) by completing a collaborative group jigsaw.

Unit 2: Organization and reorganization of Human Societies c 600 B.C.E. to 600 C.E. (4-5 Weeks)

Key Concept 2.1 The development and codification of Religious and Cultural traditions

Key Concept 2.2 The development of States and Empires

Key Concept 2.3 Emergence of Transregional Networks of Communication & Exchange

Strayer, Part 2 Chapters 3, 4, 5, & 6

3. Classical Civilizations— (Strayer, Chapter 3)

Essential ?—What were common features between Mediterranean & Asian cultures during this period?

Whole class comparison between systems of government & methods of empire consolidation using example of Greece & Persia. SPICE chart.

Modeling SOAPStone-Point of View activity examining Pericles Funeral Oration.

Introduce Conrad-Demarest Model of Empire and apply to Rome, Han, and/or Persian examples.

4. Culture & Religion in Eurasia/North Africa (Strayer Chapter 4)

Essential ?—Are religions basically alike?

B.O.W.S.S.—What do religions **B**elieve, How do they **O**bey, In what ways do they **W**orship, how do religions **S**pread (cultural diffusion), what **S**ymbols do they choose to represent the faith?

Whole class model of a major religion: Eg, Greek Mythology.

Students will complete group projects analyzing Confucian, Daoist, Hindu, Zoroastrian, & Judaism. Share findings.

Write full thesis comparing Buddhism & Christianity.

5. Society & Inequality in Eurasia & North Africa-(Strayer Chapter 5)

Essential ?-How does social inequality in class & gender develop & how is it justified?

Continue Comparison Essay Practice-Model Comparing Essay requirements (MM/Skittles).

Simulation of Caste in India, Slavery in the Roman Empire, or Patriarchy in China & Greece.

Contextualization Activity-Students will use a graphic organizer/chart to put gender inequality in context and then will write a historical argument (thesis) that examines reasons for these differences from the perspective of men & women in classical civilization.

Athens vs. Sparta gender differences full comparison essay!

6. Commonalities & Variations: Africa & the Americas (Strayer-Chapter 6)

Essential ?-How did African, American, & Australian/Oceanic peoples develop networks of communication & exchange?

Whole group examination of the Axum people of Africa as a model of African civilization, student completion of SPICE chart for other African civilizations.

SPICE “walk through” of Americas civilizations. Students complete a comparison of larger networks with localized Mesoamerican & Andean trade networks & analyze the environmental factors that constrain this communication.

-Special Focus Lesson: Modeling migration: Bantu, Polynesian, & Viking

Unit 3: Regional and Transregional Interactions c. 600 C.E. to c. 1450 (6-7 Weeks)

Key Concept 3.1-Expansion & intensification of communication & exchange networks.

Key Concept 3.2-Continuity & Innovation of State Forms and Their Interactions

Key Concept 3.3-Increased Economic Productive Capacity and its consequences

Strayer Chapters 7, 8, 9 10, 11, & 12

7. Commerce and Culture (Strayer, Chapter 7)

Essential ?-What motivated & sustained long distance commerce on the silk, sea, & sand roads?

Whole class discussion of trade patterns. Examine change & continuity through a “grouping activity” that has students categorize visual resources goods, ideas, technologies, & people that were exchanged over the silk, sea, and sand routes

8. China and the World (Strayer, Chapter 8)

Essential ?-What makes a “golden age” for a civilization (China)?

Periodization & CCOT activity—compare “Western” timelines with “Eastern” timelines. How do the Chinese organize their histories?

Working in groups, students will complete a “Chinese scroll” that organizes major developments & contributions of the Tang & Song dynasties by themes utilizing a change & continuity organization.

9. The Worlds of Islam (Strayer, Chapter 9)

Essential ?—What accounts for the success of Islam in its earliest centuries?

Periodization activity—compare “Christian” timeline with “Islamic” timeline. How does religion influence organization of history?

After analyzing the primary sources of the Quran, the Hadith, Sharia, and maps, students will evaluate the causes and consequences of the spread of Islam.

10. The Worlds of Christendom (Strayer, Chapter 10)

Essential ?—In what ways did Western & Eastern Christianity contribute to order & disorder?

Periodization—examine the meaning of a “Dark Age”—is this a “fair” description of the time? Students will evaluate the causes and consequences of the Crusades from multiple perspectives & develop historical arguments evaluating the effects of these movements.

CCOT essay—Christianity changes and continuities after global spread.

11. Pastoral Peoples on the Global Stage-The Mongols on the Global Stage (Strayer, Chapter 11)

Essential ?—How did Pastoral peoples contribute to world history (Mongols ex).

Argument—Students will compare different perspectives on Mongol rule from Chinese, Persian, & Russian points of view.

Debate Activity: The Mongols on Trial: Barbarian or Culture Bringers

12. The Worlds of the Fifteenth Century (Strayer, Chapter 12)

Essential ?-How did the world of the Fifteenth Century reflect the idea of continuity & change— Was it a Renaissance for all?

Introduce concept of European Renaissance by examining pre & high Renaissance art from the perspective of an art historian (contextualization, style, purpose, etc.). Project: Each student will apply the techniques used by art historians (synthesis) to examine visual displays of power in one of the empires that developed in this time period (Ming, Ottoman, or Aztec). Students will also compare displays of power embodied by Columbus vs. Zheng He.

Unit 4: Global Interactions 1450 -1750 (5 Weeks, including Final Examination preparation)

Key Concept 4.1-Globalizing Networks of communication & exchange

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

Key Concept 4.3-State Consolidation & Imperial Expansion

Strayer, Chapter 13 (end 1st Semester), 14 & 15 (begin 2nd Semester)

13. Political Transformations: Empires and Encounters, 1450-1750 (Strayer, Chapter 13)

Essential ?-What gave some peoples (Western Europe, Russian, Chinese, Mughal, & Ottoman) an advantage in building empires, & how were these empires experienced by the conquered?

Mapping activity of the age of Exploration.

Students examine the motivations, causes, consequences, and effects of first contact between Europeans & the Americas with a special emphasis on Aztec & Incan experiences with episode 2 of Guns, Germs, and Steel.

Students will begin document analysis via visual and written sources on Spanish colonialism.

--Review for Final Examination, Semester 1

14. Economic Transformations: Commerce & Consequences 1450-1750 (Strayer, Chapter 14)

Essential ?-In what different ways did global commerce transform human societies and the lives of individuals during the early modern era?

After semester review of Chapter 13, 2nd Semester begins with an examination of how the new global commerce of the Atlantic region continued earlier patterns of trade but created entirely new dynamics in the Atlantic. Students begin by completing a trading simulation summary of the 1st semester silk, sea, & sand trading routes of the “old world.” Then, students will complete a DBQ of the Social and economic effects of the global flow of silver (AP released DBQ, 2006) with a focus on thesis writing for the DBQ

15. Cultural Transformation (Strayer, Chapter 15)

Essential ?-In what ways did the early modern era transform human understanding of what is known (science & the new explorations of earth & space) & unknown (religion)?

Students examine the scientific revolution & the Protestant Reformation. They will synthesize their understanding of these seemingly distinct events by completing the DBQ: What was the most important consequence of the Printing Press? from the DBQ Project with a focus on thesis writing and grouping of documents for the DBQ.

Unit 5: Industrialization and Global Integration c. 1750 to c. 1900 (5 weeks)

Key Concept 5.1-Industrialization & Global Capitalism

Key Concept 5.2-Imperialism & Nation-State Formation

Key Concept 5.3-Nationalism, Revolution, & Reform

Key Concept 5.4-Global Migration

Strayer, Chapters 16, 17, 18, & 19.

16. Atlantic Revolutions, Global Echoes, 1750 to 1914 (Strayer, Chapter 16, Goldstone, & Pomeranz)

Essential ?-Ideal vs. Real: To What extent did the Atlantic Revolutions live up to the ideals of the Enlightenment?

Students will examine the differing interpretations for the rise of the West in Strayer and compare to those of Goldstone, & Pomeranz using evidence gathered from Unit 4.

Students will examine the main ideas of the Enlightenment using the documents from the mini-DBQ “The Enlightenment Philosophes: What was their main idea?” from the DBQ project.

Whole class activity: Role playing of enlightenment philosophers—“speed dating.”

Project on the Atlantic Revolutions.

17. Revolutions of Industrialization, 1750-1914 (Strayer, Chapter 17)

Essential ?-What did humankind gain from the industrial revolution & what did it lose?

Utilizing visual sources, students will analyze the causes for & broad labor & environmental consequences of the industrial revolution in Britain. Students will then compare the experiences of female workers in Britain & Japan utilizing the full DBQ “Female Mill Workers in England & Japan” to understand how different forms of essay writing (Comparison/DBQ) expectations can be used to complement each other in organization.

18. Colonial Encounters in Asia & Africa, 1750-1914 (Strayer, Chapter 18)

Essential ?-How was the “second wave” of European Conquest similar to and different from the “first wave” before 1750.

Students will role play a simulation of the “Scramble for Africa.” After analyzing visual sources describing the motivations and results of “second wave” European Conquest in Asia and Africa, students will write a Continuity and Change over Time essay assessing “first wave” and “second wave” conquests.

19. Colonial Encounters in Asia & Africa, 1750-1914 (Strayer, Chapter 19)

Essential ?- Rapid change: what accounts for the different responses of China, the Ottoman Empire, & Japan to Western Imperialism?

Student groups will compare the responses to imperialism of China, the Ottoman Empire, & Japan by completing a SPICE graphic organizer. Project on responses finishing with a debate on pro-western vs. anti-western points of view of Asian empires to European intrusion.

Unit 6: Accelerating Global Change and Realignment, c. 1900 to the present (5 weeks)

Key Concept 6.1-Science & the Environment

Key Concept 6.2-Global Conflicts & Their Consequences

Key Concept 6.3-New Conceptualizations of Global Economy, Society, & Culture

Strayer, Chapters 20, 21, 22, & 23.

20. Collapse at the Center: World War, Depression, & Rebalancing Global Power 1914-1970 (Strayer, Chapter 20)

Essential ?- What explains the disasters that befell Europe in the first half of the Twentieth Century?

Overview of events Periodization activity-Students examine why 1900 vs 1914? Should history emphasize achievement or disaster—1900 as emphasis on science advances before WW1 vs. 1914 as the start of “collapse.” Why the difference?

Students examine the causes and consequences of the world wars & global depression and write a CCOT essay explaining the commonalities and differences that marked the events.

21. Revolution, Socialism, & Global Conflict: The Rise & Fall of Communism 1917-Present (Strayer, Chapter 21)

Essential ?- “Ash-heap of history”-How should history remember the Soviet Union?

Whole class introduction to the concepts of the drove the Cold War & its aftermath.

Comparison of different forms of communism.

22. The End of Empire: The Global South on the Global Stage, 1914-Present (Strayer, Chapter 22)

Essential ?- To what extent did the Global South contribute a new model of conflict resolution in dealing with decolonization?

Students will examine the responses to western involvement in the “global south” by looking at case studies of India, South Africa, Turkey, and Iranian freedom struggles to understand the responses by these newly independent nations to the aftermath of colonialism. DBQ on non-violence.

23. Capitalism and Culture: A New phase of Global Interaction (Strayer, Chapter 23)

**Essential ?- Bringing it back full circle by comparing Period 1 to Period 6, or
Are you better off now than you were 10,000 years ago?**

Students will understand the problems of globalization through a debate of the benefits and problems of rapid advances in science and technology with a special emphasis on food policy—organics vs. GMOs; which can best feed the world? Students will complete the unit by completing the released DBQ from AP Central on the “Green Revolution” from 1945 to the present.

Unit 7-Your Future: Immediate AP Review & Long Term Planning (3 weeks)

Using the 5 Steps to a 5 Review Textbook, students will be expected to work collaboratively to create a project that teaches all the key concepts of APWH to their classmates. Students will review the required content key concepts through a guided text/note-taking project. Students will prepare for the May AP exam through intensive and timed practice exams utilizing released AP World History exams from AP Central with a special focus on writing the three types of FRQ essays (DBQ, CCOT, and Comparison).

ABCs of Essay Writing- (Historical Thinking skills #1, 2, 3, & 4)

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. During first semester, the focus will be on the development of the skills necessary to complete a fully proficient Comparison/Contrast (CC) essay, Continuity and Change Over Time (CCOT), and developing basic skills in writing a Document Based Question (DBQ) essay. The focus of semester two will be to build upon these skills to complete a fully proficient Document Based Question (DBQ) essay while reinforcing skills in CC and CCOT essays. Time will spent in writing workshops throughout the class utilizing the following format:

An Introductory Paragraph-Thesis Writing Focus

- Introductory material as required
- Thesis Statement including: Time periodization, region focus, and direct answer to prompt.
- Preview statement reflecting “grouping,” either of evidence (CCOT & CC) or documents (DBQ)

Body Paragraphs- Grouping & MELCon Focus

- Students will be able to demonstrate proficient grouping of evidence in paragraph form.
- All paragraphs will reflect evidence of proficiency in using the following format:

Main topic sentence

Evidence-Support, evidence, & example that specifically relates to the topic sentence

Link-Relates evidence back to thesis & answers the prompt

CONclude

Concluding Paragraph-Student Voice Focus

Restatement of Thesis in a rephrased way

Analysis of meaning/importance of the topic, missing documents (DBQ), etc.

Essay Writing Workshops will include group discussion utilizing example essays released by the College Board, self-evaluations, & peer evaluation.

AIMs Primary Source Document Notebook (Historical Thinking Skills #1, 2, 3, 4)

Throughout both semesters Students will be able to develop and enhance skills related to **Analyzing, Interpreting, & Main idea** summarizing primary source material to include documents, maps, charts, graphs, and visuals. The ability to comprehend and analyze primary sources will first be practiced in large group settings transitioning to group assignments and ending with a course long student document notebook organized by the six historical periods. Students will be expected to analyze the source, interpret its meaning for the time period, and provide an accurate summary of the meaning of the source. This notebook will be turned in at the end of every historical period unit and will count toward the formative grade, and will assist the student in analyzing documents for the DBQs.

Directions for each source assignments will include the student's ability to:

Analyze document: Read & study source(s). In a T-Chart, students: note the facts known & questions that remain.

Interpret document: In one paragraph, students will be expected to note the historical periodization addressed by the source, what AP Theme (SPICE) is addressed by the source, and explain the author's point of view.

Main idea Summarizing: In a well written 1-2 sentence statement, students will combine the first two elements of analysis and interpretation to practice the skills of history.

Sources for the AIMs Primary Source Document Notebook Include:

Period 1-Technological & Environmental Transformations 600 BCE

Strayer Ch 1: Whole class & group practice with anthropological case study of Nisa. Individual practice with Otzi

Strayer Ch 2: Whole class practice with Code of Hammurabi, individual practice with Book of the Dead

Period 2-Organization and Reorganization of Human Societies 600 BCE to 600 CE

Strayer Ch 3: Whole class practice with SOAPStone (P.O.V.) Pericles Funeral Oration Individual practice Aristides Roman Oration

Strayer Ch 4: Whole class practice of Jesus The Gospel of Matthew.

Strayer Ch 5: Ban Zhao Lessons for Women

Strayer Ch 6: The Periplus of the Erythraean Sea , Also, a comparison of Marcus Aurelius & Commodus

Period 3-Regional and Transregional Interactions 600 CE to 1450 CE

Strayer Ch 7: Travels of Marco Polo and Ibn Battuta's Travels in Asia & Africa

Strayer Ch 8: Japan's The Way of the Warrior

Strayer Ch 9: Visual Sources, history of Muhammad: The Cave, The Night Journey, Battle, & Destruction of Idols

Strayer Ch 10: Sources dealing with Western vs. Eastern European sects of Christianity.

Strayer Ch 11: In class documents for debate: Secret History of the Mongols

Strayer Ch 12: Visual sources on Islamic and European Renaissance art

Period 4-Global Interactions 1450 to 1750

Strayer Ch. 13: Visual Sources on the Conquest of Mexico

Strayer Ch. 14: The Business of the Slave Trade in Thomas Phillips A Journal of a Voyage Made in the Hannibal of London.

Strayer Ch. 15: Luther's Protest: Table Talk

Period 5-Industrialization and Global Interactions 1750-1900

Strayer Ch. 16: French Declaration of the Rights of Man and Citizen

Strayer Ch. 17: Karl Marx: Communist Manifesto

Strayer Ch. 18: Gandhi: Indian Home Rule

Strayer Ch. 19: Sun Yat-Sen The Three People's Principles

Period 6-Accelerating Global Change and Realignment 1900 to the Present

Strayer Ch. 20: World War 1 Visual Sources and Japanese Cardinal Principles of the National Entity of Japan

Strayer Ch. 21: Various Personal Accounts of Soviet Industrialization

Strayer Ch. 22: Post-Colonial Independence Movements: Visual Sources

Strayer Ch. 23: Globalization primary sources including Mexican Zapatista Feminism