

**Step 1:** Read the Syllabus below for the course carefully. It is important to have a clear grasp on what the requirements and rigors of this college-level course will entail.

**AP World History: Modern  
2024-2025  
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**Course Overview:**

-In *AP World History: Modern*, students investigate significant events, individuals, developments, and processes from **1200 to the present**. Students develop and use the same **skills and methods employed by historians**: *analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change*. The course provides **six themes** that students explore throughout the course in order to make connections among historical developments in different times and places: *humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation*.

-Additionally, this course is **equivalent to a College or University ‘survey course’ of modern world history**, and thus will require a consistent and dedicated effort throughout the entire school year. Plan on devoting a significant amount of time of study for this course, both during class lessons, but certainly outside of the classroom as well. This course will likely be the most challenging you will face during the school year.

-Finally, and perhaps most importantly, I think you will find me to be a very approachable teacher! I’m here to help you navigate the challenges of this College/University level course, and in so doing, will always make time to work with you individually/groups when needed. **COMMUNICATE, COMMUNICATE, COMMUNICATE!** I won’t always know if you are struggling a bit in the course, so don’t be shy, **COMMUNICATE!!** *Zero Hour* will be used for more group reinforcement of course content, while *Activities Period* will be used for more individual reinforcement of content, etc. Other times for reinforcement can always be scheduled directly with the teacher.

**Course Framework:** *Historical Thinking Skills* and *Reasoning Processes* are central to the study and practice of world history. Students should practice and develop these skills and processes on a regular basis over the span of the course. **\*A list of these 2 components will be given out to each student.**

**Course Content:** The course content is organized into commonly taught units of study that provides a sequence for the course. These units comprise the content and conceptual understandings that colleges and universities typically expect students to master to qualify for college credit and/or placement. This content is grounded in themes, which are cross-cutting concepts that build conceptual understanding and spiral throughout the course:

<b>Unit 1: The Global Tapestry</b>	c. 1200 to c.1450	8–10% Exam Weighting
<b>Unit 2: Networks of Exchange</b>		8–10% Exam Weighting
<b>Unit 3: Land-Based Empires</b>	c. 1450 to c. 1750	12–15% Exam Weighting
<b>Unit 4: Transoceanic Interconnections</b>		12–15% Exam Weighting

<b>Unit 5: Revolutions</b>	c. 1750 to c. 1900	12–15% Exam Weighting
<b>Unit 6: Consequences of Industrialization</b>		12–15% Exam Weighting
<b>Unit 7: Global Conflict</b>	c. 1900 to the present	8–10% Exam Weighting
<b>Unit 8: Cold War and Decolonization</b>		8–10% Exam Weighting
<b>Unit 9: Globalization</b>		8–10% Exam Weighting

**Course Final Exam Information: May 2025, TBD \*Students are required to attend all classes up to the date of the final exam, and to of course take the final exam.**

The AP World History Exam assesses student understanding of the historical thinking skills and learning objectives outlined in the course framework. The exam is **3 hours and 15 minutes long** and students are required to answer 55 multiple-choice questions, 3 short-answer questions, 1 document-based essay question, and 1 long essay question. The details of the exam, including exam weighting and timing, can be found below:

### **Section 1-Multiple Choice and Short-answer Questions (SAQ's)**

#### **Part A: 55 Multiple Choice questions, 55 minutes, 40% of Exam Score**

- Questions usually appear in sets of 3–4 questions.
- Students analyze historical texts, interpretations, and evidence.
- Primary and secondary sources, images, graphs, and maps are included.

#### **Part B: 3 Short-Answer questions, 40 minutes, 20% of Exam Score**

- Students analyze historians' interpretations, historical sources, and propositions about history.
- Questions provide opportunities for students to demonstrate what they know best.
- Some questions include texts, images, graphs, or maps.
- Students choose between 2 options for the final required short-answer question, each one focusing on a different time period:
  - **Question 1 is required**, includes 1 *secondary source*, and focuses on historical developments or processes between the years 1200 and 2001.
  - **Question 2 is required**, includes 1 *primary source*, and focuses on historical developments or processes between the years 1200 and 2001.
  - **Students choose between Question 3** (which focuses on historical developments or between the years 1200 and 1750) **or Question 4** (which focuses on historical developments or processes between the years 1750 and 2001) for the last question. No sources are included for either Question 3 or Question 4.

### **Section 2- Free-Response Essay Questions**

#### **Document-Based Question (DBQ)**

- Recommended time: **1 Hour (includes 15-minute reading period) | 25% of Exam Score**
- Students are presented with 7 documents offering various perspectives on a historical development or process.

- Students assess these written, quantitative, or visual materials as historical evidence.
  - Students develop an argument supported by an analysis of historical evidence.
  - The document-based question focuses on topics from 1450 to 2001.
- **Long Essay (LEQ):** Recommended time: **40 Minutes | 15% of Exam Score**
- Students explain and analyze significant issues in world history.
  - Students develop an argument supported by an analysis of historical evidence.
  - The question choices focus on the same skills and the same reasoning process (e.g., comparison, causation, or continuity and change), but students choose one of 3 options, each focusing primarily on historical developments and processes in different time periods—either 1200–1750 (option 1), 1450–1900 (option 2), or 1750–2001 (option 3).

### **Course Resources/Needs:**

**Hardcopy or Online Textbook**(Should be brought to every class)- **Since 1200 C.E.: *Ways of the World with Global History Sources for the AP® Modern Course*** Fourth Edition | ©2020 Robert W. Strayer; Eric W. Nelson

**Binder and Notebook**(Should be brought to every class)- Students are required to have a large binder for this course. All handouts during the year should be placed in the binder in the order they are received. Additionally, students are required to have a paper notebook for '**hand-writing**' notes during the year. Almost everything we do in this course will be '**hand-written**'.

**Required Readings/Note-taking**- Students will be given **required 'guided readings/notes'** on most nights, both from the textbook, and occasionally from other sources as well. These must be completed at home when they are assigned, along with your own notes/comments related to them, and students should come prepared for the next class ready to engage in class discussions and activities from these readings/notes. Failure to keep up with these will cause you to fall behind in this fast-paced course. I will be randomly checking your notebook/binder throughout the year.

### **Assignments/Assessments:**

**All assessments** will mirror the different parts/format of the AP final exam for the course. They will include as stated above: Stimulus-based *Multiple Choice Questions*, *Short Answer Questions*(SAQ's), and *Essay Questions*(both *DBQ's* and *LEQ's*). Minor exceptions to these will consist of: *Harkness Discussions*, which will usually happen 1-2 times a unit, and periodic *Notebook/Binder* checks. Final Grades that you earn will not be 'weighted' in the course, but will come from the total amount of points earned from each assessment. **Important Note:** There is no extra credit in the course, so don't ask for any. Also, don't ask what your overall grade is for the quarter, semester, etc. This isn't a conversation that is appropriate to have with your teachers.

## **Classroom Rules and Procedures:**

**Absences/Make-up Work** Students are expected to take all Assessments at the designated time. However,

- (i) If you have an EXCUSED, unanticipated absence you will be given the same number of **days** (not classes) you have missed to make them up.
- (ii) If you have an EXCUSED, anticipated absence you should notify me beforehand, and we can decide the best time to make up any assessments.
- (iii) If you have an UNEXCUSED absence. Students whose absence is deemed unexcused will receive a one letter-grade penalty on work made up from the unexcused absences.
- (iv) All make-up work must be done outside of regular class time.
- (v) IT IS YOUR RESPONSIBILITY TO MAKE UP MISSED WORK WITHIN THESE TIME LIMITS. I WILL NOT REMIND YOU.

**Classroom Technology Policy**- All **cell phones** should be put on silent mode before students enter the room, and should remain out of sight throughout the entire class. Do not use your cell phone in the classroom at any time, this includes at your desk before class begins, and before you walk out of the classroom. After one verbal warning when in violation of this classroom policy, your cell phone will be collected and given over to the Dean's Office. All other personal/smart technology devices, smart watches/calculators/ear pieces, etc. are not permitted to be used when inside the classroom. Please consult [BYOD Program - The Bolles School](#) for any questions on what kind of **computing device** should be brought for class lessons. **Please Note**, all students must wait for permission from the teacher before opening their computing device.

**Step 2: *The World Prior to 1200, Reading and Questions Assessment***: This is due on the first day of class. You may write or type your responses.

Examine the map of *Major World Civilizations* on **pgs. 14-15** and additionally read from the bottom of **pg. 17 through pg.39** in your textbook-**Note**, the **Textbook** you need for this class, and this assessment, is outlined above in the syllabus section. **Questions 1-6** are worth **12 points** total. You may write or type your responses.

Also **Note** below, you will see some **AP-level, Multiple Choice Questions** to answer for the Summer Assessment as well. They are 'stimulus-based', which mirrors how every multiple choice question you see in this course will be like. They are worth **1 point** each.

**Finally**, we are on the **Honors System** here at Bolles as you likely know. This is an individual assessment, and no sharing of information and answers is of course permitted.

1. Describe 2 overall societal similarities and 2 overall societal differences between Chinese and Indian civilizations. **2 points**
2. Describe 2 overall characteristics of Hinduism. **2 points**

3. When and Where, and by Whom, was Buddhism founded? What are 2 ways that this belief system was similar to, and different from Hinduism? Also, where was this belief system 'spreading to' prior to 1200? **3 points**
4. What are the two predominant socio-cultural traditions that Ancient Chinese civilizations produced? Describe at least 2 characteristics for each of them. Also, describe how they could complement each other at times? **2 points**
5. What are at least 2 things that Judaism, Christianity and Islam have in common overall? Additionally, it appeared that Islam would be growing very rapidly from its origin compared to the other 2 religions mentioned here... What was this 'process' famously called? **2 points**
6. Describe at least two ways that all these different belief systems could encounter each other. **1 point**

**Using the passage below, along with your own knowledge of the topic, Answer Questions 7-9:**

*"I, the reverend Buddhist teacher Dharmasekhara, dedicated this statue of the bodhisattva Amoghapasa\* on the orders of His Majesty King Adityawarman, for the benefit and salvation and happiness of all creatures.*

*Hail to the King—experienced in the arts of war, well versed in the sciences, he is an ocean of all virtues practiced by the followers of the Buddha! He is free from all physical desire. Hail to the King—he who supports the entire world. He has collected jewels by the millions, taken them from the hands of his enemies among the other rulers of this world. He who is like God among kings, crowned, protected by heavenly beings, King of kings! He orders what should be known to all!"*

Sanskrit inscription on a statue of a bodhisattva produced in the Malayapura kingdom, Sumatra,  
Indonesia, circa 1350 C.E.

\*a major figure worshiped in Mahayana Buddhism

7. Which of the following best describes a claim made in the first paragraph of the inscription?
  - A. King Adityawarman was a bodhisattva.
  - B. King Adityawarman was a Buddhist teacher.
  - C. Statues of Buddhist divine figures could spiritually benefit everyone.
  - D. Statues of Buddhist teachers were revered by rulers and common people.

8. The claim in the second paragraph that the king has become “free from all physical desire” can best be understood to mean that

- A. Southeast Asian states’ ruling elites were very wealthy.
- B. in Vedic religions, rejecting worldly concerns in order to attain spiritual perfection was considered a virtue.
- C. Buddhist monks and nuns in Southeast Asian societies were required to maintain an ascetic lifestyle.
- D. Hindus believed that members of each caste had different rights and responsibilities.

9. Which of the following is an argument in the second paragraph of the inscription regarding King Adityawarman?

- A. His spiritual attributes and worldly achievements made him a powerful and legitimate ruler.
- B. His attention to the welfare of all of his subjects made him a caring and legitimate ruler.
- C. His conquest of all of the surrounding kingdoms in Indonesia made him a legitimate ruler.
- D. His knowledge of science and ships in an island kingdom made him an effective and legitimate ruler.

