AP®World History: Sample Syllabus 4

Syllabus 1408225v1

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The AP World History Exam

AP®World History: Sample Syllabus 4

Syllabus 1408225v1

Curricular Requirements

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

• See page 1

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

• See pages 1, 5, 9, 10, 12

CR1c The course includes multiple secondary sources written by historians or scholars interpreting the past. • See pages 3, 6, 8

CR2 Each of the course historical periods receives explicit attention.

• See page 2

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 10

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

• See pages 3, 5, 7, 8, 10, 12

CR5a The syllabus must show explicit coverage of Africa in more than one unit of the course. • See pages 3, 4, 6, 8, 9, 11, 12

CR5b The syllabus must show explicit coverage of the Americas in more than one unit of the course. • See pages 4, 6, 8, 9, 11

CR5c The syllabus must show explicit coverage of Asia in more than one unit of the course. • See pages 3, 4, 6, 8, 9, 11

CR5d The syllabus must show explicit coverage of Oceania in more than one unit of the course. • See pages 3, 4, 6, 8, 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 pages 3, 4, 6, 8, 9, 11

CR6 Students are provided opportunities to evaluate the reliability of primary sources by analyzing the author's point of view, author's purpose, audience, and historical context. — Analyzing evidence (Proficiency Skills A1, A2)

• See page 10

CR7 Students are provided opportunities to analyze and compare diverse historical interpretations. — Interpretation & Comparison (Proficiency Skills B1, B2, C1)

• See page 7

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CR8 Students are provided opportunities to compare historical developments across or within societies in various chronological and geographical contexts. — Comparison & Synthesis (Proficiency Skills C2, C4)

• See page 7

CR9 Students are provided opportunities to situate historical events, developments, or processes within the broader regional, national, or global context in which they occurred. — Contextualization (Proficiency Skill C3)

• See page 10

CR10 Students are provided opportunities to make connections between different course themes and/or approaches to history (such as political, economic, social, cultural, or intellectual) for a given historical issue. — Synthesis (Proficiency Skill C5)

• See page 5

CR11 Students are provided opportunities to use insights from a different academic discipline or field of inquiry (such as archaeology, anthropology, art history, geography, political science, or linguistics) to better understand a given historical issue. — Synthesis (Proficiency Skill C6)

• See pages 4, 7

CR12 Students are provided opportunities to explain different causes and effects of historical events or processes, and to evaluate their relative significance. — Causation (Proficiency Skills D1, D2) • See page 12

CR13 Students are provided opportunities to identify and explain patterns of continuity and change over time, relating these patterns to a larger historical process. — Patterns of continuity and change over time (Proficiency Skills D3, D4)

• See page 5

CR14 Students are provided opportunities to explain and analyze different models of periodization. — Periodization (Proficiency Skills D5, D6, D7)

• See pages 5, 12

CR15 Students are provided opportunities to articulate a defensible claim about the past in the form of a clear thesis. — Argumentation (Proficiency Skill E1)

• See page 4

CR16 Students are provided opportunities to develop written arguments that have a thesis supported by relevant historical evidence that is organized in a cohesive way. — Argumentation (Proficiency Skills E2, E3, E4)

• See pages 6, 12

Advanced Placement World History Course Syllabus

Course Description

AP World History is a college-level course that analyzes global patterns of historical development and exchange from roughly 8000 B.C.E. to the present. Using primary and secondary sources, AP World History students will track historical change and continuity within and across six periods of study, paying close attention to unifying course themes and accompanying learning objectives. Great emphasis is placed on the honing of historical thinking skills, such as chronological reasoning, comparison, contextualization, argumentation, interpretation, and synthesis. The course culminates with the national AP World History examination, which will be administered in May. Students will earn a weighted grade for this class and, if successful on the national examination, they could receive college credit at their preferred university.

Course Resources

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 Source Reader:

Stearns, Peter. *World History in Documents: A Comparative Reader*. 2nd ed. New York: New York University Press, 2008. **[CR1b: textual]**

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

Review Guide:

Harmon, Jay. *AP World History Crash Course*. Piscataway, NJ: R.E.A., 2011.

Unit Structure

A typical AP World History unit will consist of interactive lectures, structured discussion of the assigned readings, primary source analysis, cooperative group work, class debates, technology-based instruction, essay skill development, short-answer skill development, map exercises, critical thinking activities, statistical data analysis, and Socratic Seminars. Some of these activities are showcased below in the detailed course outline. Occasionally, students will assemble in the library or computer lab for additional historical inquiry tasks. Finally, each unit will close with assessments consisting of stimulus-based multiple-choice questions, short-answer questions, a document-based question, and/or a long essay targeting a specific historical thinking skill.

AP World History Geographical Coverage

The five major geographical regions of the AP World History course include Africa, the Americas, Asia, Europe, and Oceania. The AP World History course provides balanced geographical coverage with all five of these regions represented.

AP World History Periodization

AP World History course content is studied comparatively within and across the following periods of study:

Period 1: Technological and Environmental Transformation – to 600 B.C.E
Period 2: Organization and Reorganization of Human Societies – c. 600 B.C.E. to c. 600 C.E.
Period 3: Regional and Interregional Interactions – c. 600 C.E. to 1450 C.E.
Period 4: Global Interactions – c. 1450 C.E. to 1750 C.E.
Period 5: Industrialization and Global Integration – c. 1750 C.E. to 1900 C.E.
Period 6: Accelerating Global Change and Realignments – c. 1900 C.E. to the Present

AP World History Historical Thinking Skills

I. Analyzing Historical Sources and Evidence
II. Making Historical Connections
III. Chronological Reasoning
IV. Creating and Supporting a Historical Argument

AP World History Course Themes and Corresponding Thematic Learning Objectives 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)

Course Overview [CR2]

Unit 1: Technological and Environmental Transformation – c. 8000 B.C.E. to c. 600 B.C.E. (August) Strayer, Chapters 1-3

Unit 2: Organization and Reorganization of Human Societies – c. 600 B.C.E. to c. 600 C.E. (September – October) Strayer, Chapters 4-7

Unit 3: Regional and Interregional Interactions – c. 600 C.E to c. 1450 C.E. (October – December) Strayer, Chapters 8-13

SEMESTER BREAK

Unit 4: Global Interactions – c. 1450 C.E. to c. 1750 C.E. (January – February) Strayer, Chapters 14-16

Unit 5: Industrialization and Global Integration – c. 1750 C.E. to c. 1900 C.E. (February – March) Strayer, Chapters 17-20

Unit 6: Accelerating Global Change and Realignments – c. 1900 to the present (March – April) Strayer, Chapters 21-24

NOTE: Coursework will end in late April to allow three weeks of review for the AP World History Examination.

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

Detailed Course Outline

FIRST SEMESTER

Unit 1: Technological and Environmental Transformation – to c. 600 B.C.E.

AP World History Curricular Key Concepts:

1.1. Big Geography and the Peopling of the Earth
1.2. The Neolithic Revolution and Early Agricultural Societies
1.3. The Development and Interactions of Early Agricultural, Pastoral, and Urban Societies

Readings:

- Strayer, Chapters 1-3
- Primary source selections from Stearns
- Diamond, Jared. "The Worst Mistake in the History of the Human Race." *Discover Magazine* (May 1987): 60-66. **[CR1c]**

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

Major Topics: World geography; Paleolithic societies and migrations; Paleolithic peoples and environmental adaptation; Neolithic agricultural settlements; pastoral societies; innovations and technological diffusion; foundational civilizations; Zoroastrianism, Hebrew Monotheism, Vedic religion, and other foundational belief systems; regional and interregional exchange networks; Bantu and Austronesian migrations; early state and empire formation; and monumental architecture. **[CR5a] [CR5c] [CR5d] [CR5e]**

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

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

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

[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.

Theme Activity (CUL-1):

Students will analyze similarities and differences between the flood stories cited below. Further, students will attempt to determine important cultural values based on these readings. **[CR4]**

- "Epic of Gilgamesh." In *Worlds of History: A Comparative Reader*, *Volume One: to 1550*, edited by Kevin Reilly, 58-67. Boston: Bedford/St. Martin's, 2000. Originally published in N.K. Sanders, trans., The Epic of Gilgamesh (London: Penguin Books, 1972).
- "The Book of Genesis." In *Encounters in World History: Sources and Themes from the Global Past*, *Volume One: to 1500*, edited by Thomas Sanders, Samuel Nelson, Stephen Morillo, and Nancy Ellenberger, 48-53. New York: McGraw-Hill, 2006.

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

Skill Development:

• Using Diamond's article above, students will pinpoint the author's thesis, arguments, and evidence. Group discussion will follow in which students will be prompted to support and criticize the author's arguments.
• Students will role play as anthropologists and deduce societal clues through analysis of diagrams of structures and grave sites from Çatalhöyük, and photographic details of the Lascaux cave paintings, the Standard of Ur, the Indus Valley Dancing Girl, and Egyptian Hieroglyphics. **[CR11]**

[CR11] — Students are provided opportunities to use insights from a different academic discipline or field of inquiry (such as archaeology, anthropology, art history, geography, political science, or linguistics) to better understand a given historical issue. — Synthesis (Proficiency Skill C6)

Essay Practice: [CR15]

• Students will create a thesis in response to a prompt and then brainstorm a bulleted list of evidence in support of the thesis; students will turn this list into a sample body paragraph.
• Students will construct a paragraph analyzing similarities or differences between Egypt and Mesopotamia in terms of culture, economics, politics, social structures, or environmental interaction.
• Introduction to the AP World History Short-Answer Question (SAQ).

[CR15] — Students are provided opportunities to articulate a defensible claim about the past in the form of a clear thesis. — Argumentation (Proficiency Skill E1)

Major Assessments:

Quiz with one SAQ and test with stimulus-based multiple-choice questions.

Unit 2: Organization and Reorganization of Human Societies – c. 600 B.C.E to c. 600 C.E

AP World History Curricular Key Concepts:

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

Readings:

• Strayer, Chapters 4-7
• Primary source selections from Stearns

Major Topics: Greek city-states; the Persian Achaemenid Empire; Alexander the Great and the Hellenistic World; Mauryan Empire; Gupta Empire; Qin Empire; Han Empire; Roman Empire; stateless societies in Sub-Saharan Africa; economic centers and centralized states in East Africa; Teotihuacan; Mayan Civilization; the Chavin; the Moche; Confucianism; Daoism; Hinduism; Buddhism and its diffusion into Central, East, and Southeast Asia; Christianity and its diffusion across the Mediterranean

Basin, Europe, and East Africa; commerce and exchange along Afro-Eurasian trade networks; diasporic communities; Polynesian migrations; and classical art, architecture, and literary forms. **[CR5a] [CR5b] [CR5c] [CR5d] [CR5e]**

[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.

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

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

[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.

Theme Activity (SOC-1, 5):

Half of the class will use a graphic organizer to compare and contrast social structures between Classical China and Classical India. The other half of the class will compare and contrast the role of women within Buddhism and Christianity. Students will pair up with someone from a different group and discuss the cultural and social aspects of their work. **[CR4] [CR10]**

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

[CR10] — Students are provided opportunities to make connections between different course themes and/or approaches to history (such as political, economic, social, cultural, or intellectual) for a given historical issue. — Synthesis (Proficiency Skill C5)

Skill Development:

- Students will choose either the Mauryan and Gupta Empires or the Qin and Han Empires and complete a graphic organizer showcasing changes and continuities from one empire to the next. **[CR13]** • Students will analyze images of Mayan hieroglyphics, murals, and monumental architecture of Teotihuacan, and Moche pottery. **[CR1b: visual]**
- Students will determine key ethical concepts and cultural values from the reading and analysis of an excerpt from the *Bhagavad-Gita* in:
  - ◊ "The Indian Epic Tradition: The Bhagavad Gita." In *World History in Documents: A Comparative Reader*, edited by Peter N. Stearns, 36-43. New York: New York University Press, 1998. Originally published in Franklin Edgerton, trans., *The Bhagavad Gita* (New York: Harper, 1944). **[CR1b: textual]**
- Students will engage in a discussion seminar on likely reasons why the College Board in 2012 split the original Period 1 (c. 8000 B.C.E. to c. 600 C.E.) into two separate periods divided at the c. 600 B.C.E. mark. Students will continue the discussion on periodization analyzing reasons for 600 C.E. as a marker for a new period. **[CR14]**

[CR13] — Students are provided opportunities to identify and explain patterns of continuity and change over time, relating these patterns to a larger historical process. — Patterns of continuity and change over time (Proficiency Skills D3, D4)

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

[CR14] — Students are provided opportunities to explain and analyze different models of periodization. — Periodization (Proficiency Skills D5, D6, D7)

Essay Practice:

- Using the scoring criteria, students will learn how to write a long essay and practice prompt analysis for the following targeted skills: comparison and causation.
- Collaborative SAQ work.

Major Assessments:

- Quiz and test using stimulus-based multiple-choice questions
- Two SAQs
- Full long essay with comparison as the targeted skill **[CR16]**

[CR16] — Students are provided opportunities to develop written arguments that have a thesis supported by relevant historical evidence that is organized in a cohesive way. — Argumentation (Proficiency Skills E2, E3, E4)

Unit 3: Regional and Interregional Interactions – c. 600 C.E. to c. 1450 C.E.

AP World History Curricular Key Concepts:

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

Readings:

- Strayer, Chapters 8-13
- Primary source selections from Stearns
- Shaffer, Lynda. "Southernization." *Journal of World History* 5, no. 1 (Spring 1994): 1-21. **[CR1c]** • Pocha, Jehangir S. "Mongolia Sees Genghis Khan's Good Side," *New York Times*, May 10, 2005. • Frazier, Ian. "Invaders: Destroying Baghdad," *New Yorker*, April 25, 2005.

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

Major Topics: Rise of Islam; Sunni-Shia division; Islamic politics and culture; diffusion of Islam into West Africa, Spain, Anatolia, India, and the Indian Ocean basin; medieval Germanic kingdoms in Western Europe; European feudalism and manorialism; the Byzantine Empire; Catholic and Orthodox Christianity; the Crusades; Sui, Tang, and Song China; diffusion of Buddhism in Central, East, and Southeast Asia; productivity and economics in Song China; environmental and demographic change on islands in Oceania; rise of the Mongols; Mongol Khanates; trade and exchange during Mongol rule; interregional trade along Silk Road, Trans-Saharan, Mediterranean, and Indian Ocean routes; Heian Japan; Islamic Ghana, Mali and Songhai; Aztec society; Incan society; and Zheng He and the Ming presence in the Indian Ocean. **[CR5a] [CR5b] [CR5c] [CR5d] [CR5e]**

[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.

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

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

[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.

Theme Activity (ENV-4, 8):

Students will analyze regional environmental factors facing the Aztec and the Inca and how each society increased agricultural production through adaptation and technological innovation. **[CR4]**

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

Skill Development:

• In a writing assignment, students will compare discoveries from the above theme activity with modern technologies that facilitate the cultivation of agriculture in the world's more difficult climates. **[CR8]** • Students will use outline maps of Afro-Eurasia and label trade routes, diffusing religions, and key cities and states from c. 600 C.E. to 1450 C.E.

• Students will identify the significance of Islamic art from the point of view of an art historian using online analysis of The Metropolitan Museum of Art's website, "The Nature of Islamic Art." **[CR11]** • Students will use the Mongol articles by Pocha and Frazier to isolate differing points of view on Genghis Khan, as well as track how perceptions have changed over time.

• In a writing assignment, students will compare differing scholarly interpretations of the Crusades using excerpts from the following secondary sources that showcase opposite perspectives: **[CR7]** ◊ Runciman, Steven. *A History of the Crusades, Vol. I The First Crusade and the Foundations of the Kingdom of Jerusalem*. New York: Cambridge University Press, 1987.
◊ Madden, Thomas F. "Crusade Propaganda," *The National Review*, November 2, 2001.

[CR8] — Students are provided opportunities to compare historical developments across or within societies in various chronological and geographical contexts. — Comparison & Synthesis (Proficiency Skills C2, C4)

[CR11] — Students are provided opportunities to use insights from a different academic discipline or field of inquiry (such as archaeology, anthropology, art history, geography, political science, or linguistics) to better understand a given historical issue. — Synthesis (Proficiency Skill C6)

[CR7] — Students are provided opportunities to analyze and compare diverse historical interpretations. — Interpretation & Comparison (Proficiency Skills B1, B2, C1)

Essay Practice

• Using the scoring criteria, students will learn how to write the DBQ essay.

• Students will construct theses and create arguments using evidence from provided documents. • Collaborative SAQ work.

Major Assessments:

Quiz and test using stimulus-based multiple-choice questions; four SAQs; long essay with causation as the targeted skill; shortened DBQ essay.

First Semester Final Exam: 55 stimulus-based multiple-choice questions; two SAQs; DBQ

Unit 4: Global Interactions – c. 1450 C.E. to c. 1750 C.E.

AP World History Curricular Key Concepts:

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

Readings:

- Strayer, Chapters 14-16
- Primary source selections from Stearns
- Flynn, Dennis O. and Arturo Giráldez. "Born with a 'Silver Spoon': The Origin of World Trade in 1571." *Journal of World History* 6, no. 2 (1995): 201-221. **[CR1c]**
- Healey, Jonathan. "John Millward's Beard Brush: A Global Tale from 1623." In *The Social Historian*, website edition, January 2015.

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

Major Topics: Iberian maritime expansion; contact and conquest of the Americas; the Columbian Exchange; social structure and syncretism in colonial America; colonial comparisons: Spanish, Portuguese, British, and French colonies; Atlantic slave trade; politics and conflict in West Africa; the Atlantic System; plantation societies in the colonial Americas; Ottoman Empire; Mughal Empire; Ming and Qing Dynasties; Tokugawa Japan; the Russian Empire; global trade of silver, sugar, fur, and other commodities; and connections and comparisons between the Atlantic, Indian, and Pacific Ocean networks. **[CR5a] [CR5b] [CR5c] [CR5d] [CR5e]**

[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.

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

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

[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.

Theme Activity (ENV-5, 7):

Students will analyze the demographic effects of diseases and crops that were part of the Columbian Exchange. **[CR4]**

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

Skill Development:

- Students will work in groups to identify the primary thesis posited by Flynn and Giráldez in their "Silver Spoon" article, as well as the traditional arguments regarding the global silver trade that they are seeking to counter. After discussion, students will compare the effects of the global silver trade on China, Japan,

and Spain. Students will also track continuities and changes in the global silver trade from 1450 to 1750. They will develop their own theses on comparing the effects of the silver trade and write an essay using evidence from "Silver Spoon."

- Students will work in groups using the article on John Millward to identify real examples of specific key concepts from the AP World History curriculum framework.
- Students will examine and compare a collection of sixteenth through eighteenth century maps of the Atlantic Ocean from the Ransom Library website to investigate shifting understandings of the Atlantic World. **[CR1b: maps]**

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

Essay Practice:

- Using the scoring criteria, students will learn how to write a long essay and practice prompt analysis for the following targeted skills: continuity/change over time and periodization.
- Students will brainstorm examples of contextualization and synthesis for specific prompts.

Major Assessments:

- Quiz and test with stimulus-based multiple-choice questions
- Four SAQs
- Long essay with continuity and change over time as the targeted skill
- Long essay with periodization as the targeted skill

Unit 5: Industrialization and Global Integration – c. 1750 C.E. to c. 1900 C.E.

AP World History Curricular Key Concepts:

5.1. Industrialization and Global Capitalism
5.2. Imperialism and Nation-State Formation
5.3. Nationalism, Revolution, and Reform
5.4. Global Migration

Readings:

- Strayer, Chapters 17-20
- Primary source selections from Stearns
- Chapters 3-5 from John Charles Chasteen's *Born in Blood and Fire: A Concise History of Latin America* (New York: W. W. Norton & Company, 2011)

Major Topics: Scientific Revolution; the Enlightenment; the Seven Years' War; the American Revolution; the French Revolution; the Haitian Revolution; Revolutions in Latin America; the Industrial Revolution; industrial society and material life; social class dynamics in Industrial societies; nineteenth-century reform movements; feminism; rise of nationalism; the New Imperialism; effects of imperialism in Sub-Saharan Africa, Asia, Latin America, and Oceania; responses of indigenous peoples to imperialism in Sub-Saharan Africa, Asia, Latin America, and Oceania; Ottoman decline and reform; struggles in Russia's multinational state; the Qing Dynasty and its handling of domestic and foreign pressures; the Meiji Restoration; decline of Atlantic slavery; and industrial-era migration and indentured servitude. **[CR5a] [CR5b] [CR5c] [CR5d] [CR5e]**

[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.

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

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

[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.

Theme Activity (SB-2, 10):

Students will use a graphic organizer to compare the specific origins, characteristics, and consequences of the Chinese Self-Strengthening Movement and the Ottoman Tanzimat Movement that developed as responses to imperialistic pressure by foreign states. **[CR3] [CR4]**

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

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

Theme Activity (ECON-2, 5):

Students will analyze statistical data from graphs, charts, and tables to reach conclusions regarding global production and migration patterns during the Industrial Revolution. **[CR1b: quantitative] [CR4]**

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

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

Skill Development:

- Students will identify the historical context, audience, purpose, and point of view for the following documents: **[CR6]**
  - ◊ Fu, Yan. "Learning from the West." In *China's Response to the West: A Documentary Survey, 1839-1923*, edited by Ssu-yü Teng and John K. Fairbank, 150-151. Cambridge, MA: Harvard University Press, 1979.
  - ◊ Excerpt of the ancient text: "The Gµlhane Decree and the Beginning of the Tanzimat Reform Era in the Ottoman Empire" (1839).
- Students will use artistic images and primary sources to analyze gender roles from the French Revolution through the reform movements of the latter nineteenth century.
- In a writing assignment, students will evaluate Bolivar's "Jamaica Letter" and contextualize it within the era's broader events. **[CR9]**

[CR6] — Students are provided opportunities to evaluate the reliability of primary sources by analyzing the author's point of view, author's purpose, audience, and historical context. — Analyzing evidence (Proficiency Skills A1, A2)

[CR9] — Students are provided opportunities to situate historical events, developments, or processes within the broader regional, national, or global context in which they occurred. — Contextualization (Proficiency Skill C3)

Essay Practice:

- A DBQ will be broken down into parts, with students working in groups to analyze one document's

historical context, audience, purpose, and point of view. Students will present their extended analysis to the class, and the class as a whole will discuss possible ways to organize a proper response to the prompt.

- Students will respond to long essay prompts by creating a thesis and then listing pieces of evidence, contextualization, and synthesis; lists will be crafted into body paragraphs supportive of the thesis.

Major Assessments:

- Quiz and test with stimulus-based multiple-choice questions
- Four SAQs
- Long essay
- DBQ essay

Unit 6: Accelerating Global Change and Realignments – c. 1900 C.E. to the Present

AP World History Curricular Key Concepts:

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

Readings:

- Strayer, Chapters 21-24
- Primary source selections from Stearns
- McNeill, J. R. "Of Rats and Men: A Synoptic Environmental History of the Island Pacific." *Journal of World History* 5, no. 2 (1994): 1-21.

Major Topics: Collapse of the Qing Dynasty; Mexican Revolution; World War I; Armenian genocide; Bolshevik Revolution; reactions to the Treaty of Versailles process by non-Europeans; Egypt and Arab Nationalism; Atatürk's Turkey; Great Depression; rise of fascism and authoritarianism in Italy, Germany, and Japan; World War II in Europe and the Pacific; the Holocaust; the Cold War; Mao Zedong and Chinese Communism; Stalinist Soviet Union; decolonization; independence and partition in South Asia; Israeli-Palestinian conflict; Iranian Revolution; armed independence struggles and Cold War proxy wars in Africa, Asia, and Latin America; collapse of communism in Russia; Deng Xiaoping's China; rise and fall of apartheid in South Africa; global separatists movements; women's liberation movements; genocide in Rwanda and Darfur; War in Congo; modern globalization; comparing environmentalism movements across the globe; climate change and sea-level rise; religion in the modern age; modernity vs. fundamentalism; and sports and popular culture on a global scale.
[CR5a] [CR5b] [CR5c] [CR5e]

[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.

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

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

Theme Activity (ECON-4):

Students will analyze the complex and changing relationship between technology, agricultural, and employment using the following online article and its accompanying graphs. Bui, Quoctrung. "How Machines Destroy (And Create!) Jobs, In 4 Graphs," *NPR*, May 19, 2015. **[CR4]**

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

Theme Activity (CUL-8, SB-1):

Students will evaluate and compare state-sponsored propaganda from Stalin's Soviet Union and Mao Zedong's China. **[CR4]**

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

Skill Development:

- Students will analyze causes of the Second World War using the following documents: ◊ "The Obersalzberg Speech" by Adolf Hitler.
  - ◊ Table: "Unemployment Statistics for Europe, 1929-1933" from Lionel Robbins, *The Great Depression* (New York: Macmillan, 1936). **[CR1b: quantitative]**
  - ◊ Political cartoons showing Japanese aggression and expansion.
- In a Socratic Seminar, students will analyze the causes and effects of the Second World War using the following documents:
  - ◊ Statistical tables showing war casualties by country; preamble of the United Nations Charter of 1945; and the Truman Doctrine speech (1947) from the Yale Law School Lillian Goldman Law Library's *The Avalon Project.* **[CR1b: quantitative and textual] [CR12]**
- Students will synthesize scholarly work from historians, sociologists, cultural anthropologists, and statisticians in the analysis of globalization and its positive and negative elements.
- Students will practice writing a DBQ essay using the 2014 DBQ on the relationship between Chinese peasants and the Chinese Communist Party. **[CR16]**
- Students will compare domestic reactions to migrants, specifically Turkish migrants to Germany, Indonesian migrants to Australia, and North African migrants to France. **[CR5a]**
- Students will debate whether or not a new period of world history has actually begun. Students will then watch David Christian's TED Talk on Big History, "The history of our world in 18 minutes" (Filmed March 2011. TED video, 17:40), and evaluate the ways in which Big History periodization would differ from that of AP World History. **[CR14]**

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

[CR12] — Students are provided opportunities to explain different causes and effects of historical events or processes, and to evaluate their relative significance. — Causation (Proficiency Skills D1, D2)

[CR16] — Students are provided opportunities to develop written arguments that have a thesis supported by relevant historical evidence that is organized in a cohesive way. — Argumentation (Proficiency Skills E2, E3, E4)

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

[CR14] — Students are provided opportunities to explain and analyze different models of periodization. — Periodization (Proficiency Skills D5, D6, D7)

Major Assessments:

- Quiz and test with stimulus-based multiple-choice questions
- Four SAQs
- Long essay
- DBQ essay

Practice AP exam administered three days prior to the official exam.

The AP World History Exam

Part I (worth 60 percent of total grade)

Part A: 55 stimulus-based multiple-choice questions, 55 minutes, 40 percent of total grade Part B: Four short-answer questions, 50 minutes, 20 percent of total grade

Part II (worth 40 percent of total grade)

Part A: Document-based question, 55 minutes (includes 15-minute reading period), 25 percent of total grade Part B: Long essay question selected from a pair, 35 minutes, 15 percent of total grade

Exam Topic Weight

1. Technological and Environmental Transformation – c. 8000 B.C.E. to c. 600 B.C.E. (5 percent)
2. Organization and Reorganization of Human Societies – c. 600 B.C.E. to c. 600 C.E. (15 percent)
3. Regional and Interregional Interactions – c. 600 C.E to c. 1450 C.E. (20 percent)
4. Global Interactions – c. 1450 C.E. to c. 1750 C.E. (20 percent)
5. Industrialization and Global Integration – c. 1750 C.E. to c. 1900 C.E. (20 percent)
6. Accelerating Global Change and Realignments – c. 1900 to the Present (20 percent)

Exam Scoring

5 = extremely well qualified
4 = well qualified
3 = qualified
2 = possibly qualified
1 = no recommendation

May, 2026