**WORLD HISTORY SYLLABUS (ACC Concurrent Enrollment)**

**The Disclaimer**: You will be expected to have read, to have understood, and to follow the terms and policies contained herein and in all course handouts and electronic documents. You must have access to a computer and the Internet for this course. One hour of homework per night is expected, so you must responsibly manage your time and assignments and stay caught up. Independent study is also required. If you have any questions, please talk to me right away.

**Concurrent Enrollment Credit Information:**

I have received approval from Arapahoe Community College (ACC) to teach World History as a dual credit course, giving students the opportunity to earn high school graduation credit as well as credit via ACC’s HIS 111, Antiquity to 1500 (Fall Semester) and 112 courses, 1500 to present (Spring Semester). HIS 111 and 112 are guaranteed transfer (GT) courses.

**IMPORTANT DATES/FEES TO REMEMBER:**

THE STEM SCHOOL, 2012-2013



**Instructor contact information:**

**Owen Cegielski**

**Email address**: owen.cegielski@stemhigh.org

**Web Page—The place to download all course readings and assignments:** <http://historyscholars.weebly.com/index.html>

**Office Hours**: 3:00-4:00 pm every Monday. If you need additional help, please make an appointment.

Note: I try to respond to messages as quickly as possible, usually within 48 hours. Thank you for joining me for an exciting and challenging year!

*The instructor reserves the right to modify the syllabus and calendar if necessary.*

**A Brief Description of the Course**

**Course Description:** History 111 (Fall Semester) enables the student to view history up to 1500 CE in a broad global sense. Focuses on the common denominators among all people. This approach goes beyond political borders, to provide a better appreciation for different cultures. History 112 (Spring Semester) explores a number of peoples, groups, ideas, institutions, and trends that have shaped World History from 1500 to the present. Reflects the multiple perspectives of gender, class, religion, and ethnic groups in a broad global sense. Focuses on the common denominators among all people. This approach goes beyond political borders to provide a better appreciation for different cultures. Focuses on developing, practicing, and strengthening the skills historians use while constructing knowledge in this discipline. History 111 and 112 are Statewide Guaranteed Transfer courses.

**Prerequisites/Co-Requisites:** ACC’sENG 090 and REA 090 with a grade of “C” or better, or ACCUPLACER scores of Reading 80 and Sentence Skills 95, or Department Chair approval.

**Objectives, Historical Thinking Skills and Themes**

**Course Competencies:**

Upon completion of this course, the student will be able to do the following:

1. Use the four general goals of integrating history with workplace skills:
   1. Acquire information
   2. Break complex and multiple sources of information down into parts to create clearer understanding
   3. Understand the impact of time and space on perspective
   4. Develop narrative structures
2. Identify trends, events, peoples, groups, cultures, and institutions covered in this course.
3. Communicate orally and in writing about the content
4. Use library resources for historical research
5. Demonstrate the ability to analyze secondary sources and recognize differences in historical interpretation
6. Identify the perspective of primary sources
7. Construct historical narratives by identifying patterns of continuity and change and referring to specific primary and secondary sources, maps, and/or artifacts
8. Demonstrate the ability to select and apply contemporary forms of technology to solve problems or compile information.
9. To study world history by using a mixed chronological and thematic approach
10. To understand the influence of geography upon history
11. To see cause and effect relationships over time and across civilizations
12. To understand similarities and differences between and among world civilizations
13. To recognize major turning points in world history
14. To improve thesis development and writing skills
15. To encourage interest and understanding of global lifestyles, views and cultures

**GT Pathways Statement:**

Colorado State Competencies: The requirements in this course meet or exceed the critical thinking and written communication competencies established by the Colorado Commission on Higher Education for guaranteed transfer, general education courses in Social and Behavioral Sciences.

**Historical Thinking Skills:**

History is a sophisticated quest for meaning about the past, beyond the effort to collect information. Historical analysis requires familiarity with a great deal of information, including names, chronology, facts, and events. Without reliable and detailed information, historical thinking is not possible. Yet historical analysis involves much more than the compilation and recall of data; it also requires several distinctive historical thinking skills. Hence, this course requires the students’ development and use of the following four historical thinking skills:

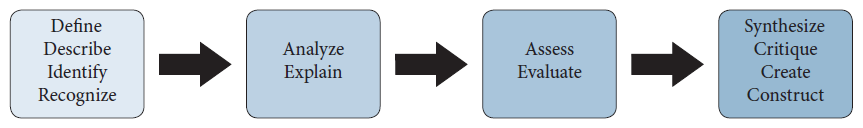
1. Crafting Historical Arguments from Historical Evidence

2. Chronological Reasoning

3. Comparison and Contextualization

4. Historical Interpretation and Synthesis

For the purpose of developing the four historical skills, the diagram below demonstrates how students might progress from tasks that begin with the skills of definition and description and eventually reach tasks involving more sophisticated skills such as synthesis and critique. Tasks, such as compare or contextualize, would become more challenging based on the complexity and number of the historical processes under consideration. Note how the flow chart below closely resembles Bloom’s Taxonomy of Critical Thinking, an important foundation for modern education:

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**Themes**

This course requires students to engage with the dynamics of continuity and change across the historical periods that are included in the course. Students should **analyze the processes and causes** involved in these **continuities and changes**. In order to do so, students 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 will 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 interaction of cultures

• Religions

• 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

• Agricultural 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

**Integrating History with Workplace Skills**

The content matter and its presentation will encourage students to integrate the practice of history with the following workplace skills, which skills students will then demonstrate throughout their assigned coursework:

1. Acquiring information using various resources and techniques
2. Breaking complex and multiple sources of information into parts that create better understanding
3. Developing an awareness of how time and space impact perspective
4. Develop narrative, analytical, and/or synthetic structures that explain or demonstrate data and theory
5. Producing work that meets the expectations of college-level or business environment submissions
6. Selecting and applying contemporary technology to solve problems or compile information as appropriate to assignments

This course includes the following general education competencies for the State of Colorado: critical thinking, written communication, and reading.

**Teaching and Learning Methodology**

A second purpose of this course is to begin developing the writing, critical thinking and analysis skills that are needed for success in the university setting. This course is equivalent to an introductory college course in world history. World History 111 and 112 are academic, semester-long courses with an emphasis on non-western history. The course relies heavily on college level texts, primary source documents, and outside readings. Students will be required to participate in class discussions, and in-group and individual projects. A special emphasis will be given to historical writing through essay and document based questions (DBQ). In addition, objective exams, simulations and integrated computer-technology assignments will also be given. I am an advocate of educational theorist Howard Gardner’s work on “multiple intelligences,” Bloom’s taxonomy of critical thinking, and John Dewey’s philosophy of learning as experience. Accordingly, our class meetings will consist of any of the following active, student-centered formats: interactive lectures; assigned readings and assignments; Socratic Seminar discussions; fishbowl debates; group activities, including presentations to the rest of the class; audio/video presentations; skill-based learning, using such analytical strategies as APPPARTS and SOAPSTONE; and other formats as deemed necessary by the instructor. This course aims at furthering every student’s development in comprehension of the covered topical material, critical analysis of that information, and expression of the student’s analysis in formal verbal and written formats.

**Text and materials**

Readings are to be completed prior to class meetings so that you will be prepared to participate in class discussions and group activities in class. Please refer to the semester plan in this syllabus for the reading list.

1) **The required textbook for this course is:**

2) You will have additional assigned readings, worksheets, and projects, downloadable from my website [www.historyscholars.weebly.com](http://www.historyscholars.weebly.com). I will not print out the assignments for you; print them out in advance or store them on your computer or flash drive. My website also includes a Student-Teacher Contact Form if you need to send me a quick email, an electronic Assignment Submission Form, as well as dozens of links to helpful websites for historical writing and research.

3) Jared Diamond, Guns, Germs, and Steel. This required summer reading must be completed prior to the start of World History in the Fall.

4) Sanders, et. al., Encounters in World History: Sources and Themes from the Global Past. This will be a supplementary reader. Excerpts from primary and secondary documents will be photocopied for use throughout the course.

5) I ask that you have or get a good dictionary and use it. I recommend The Pocket Oxford Dictionary ISBN 0198611293. Use of www.dictionary.com should also be acceptable.

6) I would advise that you create a “World History” folder on your laptops to store the course materials so that you can keep them organized. I also suggest that you use my Cornell Notes template available on my website to take notes during class lectures.

**Participation and contribution**

Participation and contribution are required for success in the course. Your grade is directly linked to your level of class participation and contribution. You are expected to have read the assigned chapters and other preliminary assigned readings prior to the first class meeting in each week. Please inform me right away if you are ill or experiencing some kind of difficulty that may cause you to be absent or may even inhibit your ability to fulfill all the requirements of the course.

Email communications: Be certain to regularly check your emails. Course announcements and additional information may be sent to you. Please consistently use the same email account to send assignment attachments to me, if needed.

**Class behavior**

You must engage in civil in-class behavior. Be respectful of your fellow students, the instructor, and any other participants in the class. Put all pagers and cell phones on silent ring for the class period. DO NOT text during class. Harassment of any kind will not be tolerated nor will disruptive behavior. Both are violations of school polices, warranting appropriate disciplinary action.

***A word on cheating and plagiarism***

Cheating and plagiarism are violations of STEM’s policy of academic integrity. Please see the policies on cheating and plagiarism in the school handbook.

**Grading policies: Homework, due dates, late work and make ups**

This is an accelerated, college-level History course. **Expect at least one hour of History homework per night!** You will be required to complete 1-3 chapters of reading from our textbook per week.  **ALL** assignments and readings must be completed on time for full possible points. Complete instructions for each assignment can be found in this course syllabus, in the assignment itself, or when it is taken (for quizzes and exams). If you are unclear about the directions, discuss it with me after you have read the instructions.

**Chapter readings for each week must be completed before the first class meeting in that week (typically Monday unless it is a holiday). All written assignments must be completed by Friday of each week (unless otherwise stated). Plan your time accordingly.**

You may rewrite assignments (other than quizzes and exams) in order to turn them in for consideration for additional points for any assignment. I must receive the rewrite no later than one week after the original due date of the assignment. To submit a rewrite, you must have the hard copy of the original to which you will staple your hard copy rewrite and you must submit them together. No rewrites will be accepted from the final week of the course.

**Makeup quizzes and work: It is your responsibility to contact me immediately if you think you will have trouble turning in an assignment on time. If you miss class due to sickness or an emergency and wish to avoid late work penalties, it’s your responsibility to contact me to make arrangements to catch up on missing work, per school policy. Otherwise, late penalties will be assessed (see below):**

***Late work submitted the following week will receive 60% (at the most).* *\*Work will NOT be accepted after two weeks from the original due date. Missing work will be marked as a zero.***

**A TYPICAL WEEK IN WORLD HISTORY (\*Note: Quizzes will be given on Thurs. or Friday):**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| Content Lecture  Note taking  Skill-based Learning or Activity  1 hour of homework | Content Lecture  Note taking  Skill-based Learning or Activity  1 hour of homework | Discussion, Socratic Seminar, Fishbowl Debate  Content Lecture and/or in-class work and study  1 hour of homework/study for Chapter Quiz | Content Lecture  Note taking  Textbook Chapter Quiz (30-40 minutes) – Multiple choice and essay Qs (Change Over Time, DBQ or Comparison).  1 hour of homework | Weekly homework assignments due  Chapter/unit wrap up, reflection, and introduction to next week’s subject  1 hour of homework.  About 2 hours of homework should be expected over the weekend… |

\*NOTE: You will learn at least one new World History skill per week, such as note taking, thesis development or writing a change over time essay, for the first 12-13 weeks of the first semester, then these skills will be relearned and utilized over and over again during the course of the year. Development of these skills is necessary for you to pass the final exams in Winter and Spring.

**Grading scale**

I use the standard letter grade scale. I never grade on a curve. Each assignment, activity or test has a specific number of points assigned to it, which are converted to percentages.

A = 90 to 100%

B = 80-89%

C = 70-79%

D = 60-69%

F = 59%

***Grades are weighted as follows:***

Class Work/Class Participation: 30%

Homework: 30%

Bi-Monthly Quizzes and Exams: 20%

Essays/Projects/Group Presentations: 20%

\*Note students’ semester grades will be weighted higher than regular courses at STEM, with the potential to earn up to a 5.0 for an A.

**DETAILED DESCRIPTIONS OF THE WEIGHTED CATEGORIES FOLLOW:**

**Essays, Projects and Group Presentations**

Short essays (limited to 1-3 double-spaced pages each) are designed to get you practicing one of the major competencies which history courses are required to fulfill by the State – the writing competency. These assignments will require you to use various tools of the historian in your work and to practice writing effective responses to Exam essay questions. Please read the instructions for each writing assignment carefully. You must answer all parts of an essay prompt. Projects will typically test your ability to analyze, synthesize and present your conclusions on one unit, theme, or period of time. Projects often consist of PowerPoint presentations, documentary videos, and posters. Students are required to frequently collaborate in small groups of approximately 3-4 students. Group assignments most often consist of debate preparation, skits, mock trials, posters, PowerPoint presentations, and documentary videos! You must demonstrate the ability to successfully work together as a team!

**Quizzes/Exams**

Quizzes and exams will cover the information in previous readings and class meetings. Practice quizzes from each textbook chapter will be required every Thursday or Friday during class. Quizzes will be a mix of multiple choice and essays. Please read the exam instructions carefully – do not assume the instructions will always be the same. **The key to success: Pay attention in class, participate and take great notes!**

**Socratic Seminars and Fishbowl Debates**

I strongly believe in the value of Socratic Seminars and Fishbowl Debates. These teaching and learning methods ignite critical thinking in the classroom. You must come prepared having completed the required reading **PRIOR** to the scheduled seminar or debate.

**Semester Finals**

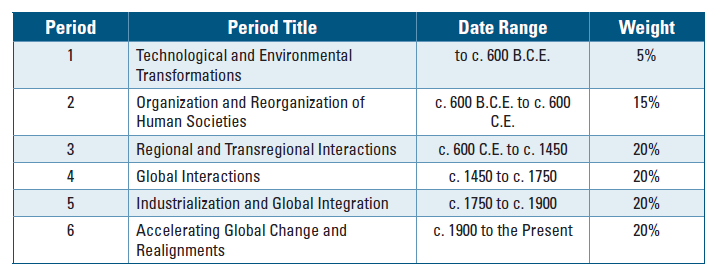
The first semester final exam will consist of a series of multiple choice questions, DBQs and essay prompts covering ALL content from ACC’s History 111. The second semester final exam will cover ALL content from ACC’s History 112.

**Some general advice for success for the course and the final exams:**

1. If you are having problems in the course, please let ME know first. I am the person most likely to be able to assist you with the problem(s).
2. We assume that you are young adults who want to achieve something – usually certain grades in coursework or exams to earn graduation or college credit. Colleges and universities require you to meet standards of work in order to qualify for those achievements.
3. Practice effective time management. Give yourself plenty of time to study. College-level classes often require more time than students initially anticipate.
4. Set up a system and a study schedule right away and stick to it for the semester. That will help you succeed in all of your courses.
5. Remember this – you generally get results that are equivalent to the effort you put into what you are doing. Consistent and conscientious effort combined with a willingness to ask questions is one of the simplest methods for performing up to your own standards.
6. Do not be afraid to ask questions. Do not worry if you are not a terrific writer. Your writing skills improve as you do more of it. It is truly one of those areas in which practice rewards your efforts. I do not expect your writing to be perfect. I only expect you to try to be clear in expressing your ideas.
7. Take notes. You will not do as well as you would like in any of your courses if you do not take notes. You should take notes that help you to retain more information than your memory will on its own. If you are interested in the Cornell style of note taking, please let me know and I’ll show you.
8. Use a calendar of some kind to track your due dates and deadlines and refer to it.
9. Please run a virus-checker on your computer regularly to guarantee you do not lose assignments.
10. I am here to help you learn the subject matter, certain skills and to prepare for the World History Exams in Fall and Spring. I cannot do the work of learning for you – only you can do that. But I can help you figure out methods of dealing with the course, the information, and the assignments, so please do ask me for help if you want it.

**General Outline of Course Content**

**As an organizational scheme, the course will be divided into six periods of time over two semesters (the percents indicate how much weight is given to each period):**



**Outline and Study Guide: World History, from 8000 B.C.E to the Present**

**PERIOD I.** **Technological and Environmental Transformations, Early Humans to 600 C.E. (5%). What students are expected to know:**

**Key Concept 1.1.** Big Geography and the Peopling of the Earth

The term *Big Geography* draws attention to the global nature of world history. Throughout the paleolithic period, humans migrated from Africa to Eurasia, Australia, and the Americas. Early humans were mobile and creative in adapting to different geographical settings from savanna to desert to Ice Age tundra. By making an analogy with modern hunter forager societies, anthropologists infer that these bands were relatively egalitarian. Humans also developed varied and sophisticated technologies.

**I. Archeological evidence indicates that during the Paleolithic era, hunting-foraging bands of humans gradually migrated from their origin in East Africa to Eurasia, Australia, and the Americas, adapting**

**their technology and cultures to new climate regions.**

A. Humans used fire in new ways: to aid hunting and foraging, to protect against predators, and to adapt to cold environments.

B. Humans developed a wider range of tools specially adapted to different environments from tropics to tundra.

C. Economic structures focused on small kinship groups of hunting foraging bands that could make what they needed to survive. However, not all groups were self-sufficient; they exchanged people, ideas, and goods.

**Key Concept 1.2.** The Neolithic Revolution and Early Agricultural Societies

In response to warming climates at the end of the last Ice Age, from about 10,000 years ago, some groups adapted to the environment in new ways, while others remained hunter-foragers. Settled agriculture appeared in several different parts of the world. The switch to agriculture created a more reliable, but not necessarily more diversified, food supply. Agriculturalists also had a massive impact on the environment through intensive cultivation of selected plants to the exclusion of others, through

the construction of irrigation systems, and through the use of domesticated animals for food and for labor. Populations increased; family groups gave way to village life and, later, to urban life with all its complexity. Patriarchy and forced labor systems developed, giving elite men concentrated power over most of the other people in their societies. Pastoralism emerged in parts of Africa and Eurasia. Pastoral peoples domesticated animals and led their herds around grazing ranges. Like agriculturalists, pastoralists tended to be more socially stratified than hunter-foragers. Because pastoralists were mobile, they rarely accumulated large amounts of material possessions, which would have been a hindrance when they changed grazing areas. The pastoralists’ mobility allowed them to become an

important conduit for technological change as they interacted with settled populations.

**I. Beginning about 10,000 years ago, the Neolithic Revolution led to the development of new and more complex economic and social systems.**

A. Possibly as a response to climatic change, permanent agricultural villages emerged first in the lands of the eastern Mediterranean. Agriculture emerged at different times in Mesopotamia, the Nile River

Valley and Sub-Saharan Africa, the Indus River Valley, the Yellow River or Huang He Valley, Papua New Guinea, Mesoamerica, and the Andes.

B. Pastoralism developed at various sites in the grasslands of Afro-Eurasia.

C. Different crops or animals were domesticated in the various core regions, depending on available local flora and fauna.

D. Agricultural communities had to work cooperatively to clear land and create the water control systems needed for crop production.

E. These agricultural practices drastically impacted environmental diversity. Pastoralists also affected the environment by grazing large numbers of animals on fragile grasslands, leading to erosion when overgrazed.

**II. Agriculture and pastoralism began to transform human societies.**

A. Pastoralism and agriculture led to more reliable and abundant food supplies, which increased the population.

B. Surpluses of food and other goods led to specialization of labor, including new classes of artisans and warriors, and the development of elites.

C. Technological innovations led to *improvements in agricultural production, trade, and transportation*.

Required examples of ***improvements in agricultural production, trade, and transportation***:

• Pottery

• Plows

• Woven textiles

• Metallurgy

• Wheels and wheeled vehicles

D. In both pastoralist and agrarian societies, elite groups accumulated wealth, creating more hierarchical social structures and promoting patriarchal forms of social organization.

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

From about 5,000 years ago, urban societies developed, laying the foundations for the first civilizations. The term *civilization* is normally used to designate large societies with cities and powerful states. While there were many differences between civilizations, they also shared important features. They all produced agricultural surpluses that permitted significant specialization of labor. All civilizations contained cities and generated complex institutions, such as political bureaucracies, armies, and religious hierarchies. They also featured clearly stratified social hierarchies and organized long-distance trading relationships. Economic exchanges intensified within and between civilizations, as well as with nomadic pastoralists. As populations grew, competition for surplus resources, especially food, led to greater social stratification, specialization of labor, increased trade, more complex systems of government and religion, and the development of record keeping. As civilizations expanded, they had to balance their need for more resources with environmental constraints such as the danger of undermining soil fertility. Finally, the accumulation of wealth in settled communities spurred warfare between communities and/or with pastoralists; this violence drove the development of new technologies of war and urban defense.

**I. *Core and foundational civilizations* developed in a variety of geographical and environmental settings where agriculture flourished.**

Students should be able to identify the location of all of the following required examples of ***core and foundational civilizations***:

• Mesopotamia in the Tigris and Euphrates River Valleys

• Egypt in the Nile River Valley

• Mohenjo-Daro and Harappa in the Indus River Valley

• Shang in the Yellow River or Huang He Valley

• Olmecs in Mesoamerica

• Chavin in Andean South America

**II. The first states emerged within core civilizations.**

A. States were powerful new systems of rule that mobilized surplus labor and resources over large areas. Early states were often led by a ruler whose source of power was believed to be divine or had divine support and/or who was supported by the military.

B. As states grew and competed for land and resources, the more favorably situated — including the Hittites, who had access to iron — had greater access to resources, produced more surplus food, and experienced growing populations. These states were able to undertake territorial expansion and conquer surrounding states.

C. Early regions of state expansion or empire building were Mesopotamia, Babylonia, and the Nile Valley.

D. Pastoralists were often the developers and disseminators of *new weapons* and *modes of transportation* that transformed warfare in agrarian civilizations.

**III. Culture played a significant role in unifying states through laws, language, literature, religion, myths, and monumental art.**

A. Early civilizations developed *monumental architecture and urban planning*.

B. Elites, both political and religious, promoted *arts and artisanship*. C. *Systems of record keeping* arose independently in all early civilizations and subsequently were diffused.

D. States developed legal codes, including the Code of Hammurabi, that reflected existing hierarchies and facilitated the rule of governments over people.

E. *New religious beliefs* developed in this period continued to have strong influences in later periods.

Required examples of ***new religious beliefs***:

• The Vedic religion

• Hebrew monotheism

• Zoroastrianism

F. Trade expanded throughout this period *from local to regional and transregional*, with civilizations exchanging goods, cultural ideas, and technology.

Required examples of ***trade expansion from local to regional and transregional***:

• Between Egypt and Nubia

• Between Mesopotamia and the Indus Valley

G. Social and gender hierarchies intensified as states expanded and cities multiplied.

H. *Literature* was also a reflection of culture.

**PERIOD II. Organization and Reorganization of Human Societies, c. 600 B.C.E. to c. 600 C.E. (15%). What students are expected to know:**

**Key Concept 2.1.** The Development and Codification of Religious and Cultural Traditions

As states and empires increased in size and contacts between regions multiplied, religious and cultural systems were transformed. Religions and belief systems provided a bond among the people and an ethical code to live by. These shared beliefs also influenced and reinforced political, economic, and occupational stratification. Religious and political authority often merged as rulers (some of whom were considered divine) used religion, along with military and legal structures, to justify their rule and

ensure its continuation. Religions and belief systems could also generate conflict, partly because beliefs and practices varied greatly within and among societies.

**I. Codifications and further developments of existing religious**

**traditions provided a bond among the people and an ethical code to live by.**

A. The association of monotheism with Judaism was further developed with the codification of the Hebrew Scriptures, which also reflected the influence of Mesopotamian cultural and legal traditions. The Assyrian, Babylonian, and Roman empires conquered various Jewish states at different points in time. These conquests contributed to the growth of Jewish diasporic communities around the Mediterranean and Middle East.

B. The core beliefs outlined in the Sanskrit scriptures formed the basis of the Vedic religions — later known as Hinduism — which contributed to the development of the social and political roles of a caste system and in the importance of multiple manifestations of Brahma to promote teachings about reincarnation.

**II. New belief systems and cultural traditions emerged and spread,**

**often asserting universal truths.**

A. The core beliefs about desire, suffering, and the search for enlightenment preached by the historic Buddha and recorded by his followers into sutras and other scriptures were, in part, a reaction to the

Vedic beliefs and rituals dominant in South Asia. Buddhism changed over time as it spread throughout Asia — first through the support of the Mauryan Emperor Ashoka, and then through the efforts of missionaries and merchants, and the establishment of educational institutions to promote its core teachings.

B. Confucianism’s core beliefs and writings originated in the writings and lessons of Confucius and were elaborated by key disciples who sought to promote social harmony by outlining proper rituals and social

relationships for all people in China, including the rulers.

C. In the major Daoist writings, the core belief of balance between humans and nature assumed that the Chinese political system would be altered indirectly. *Daoism also influenced the development of Chinese*

*culture*.

D. Christianity, based on core beliefs about the teachings and divinity of Jesus of Nazareth as recorded by his disciples, drew on Judaism, and initially rejected Roman and Hellenistic influences. Despite initial Roman imperial hostility, Christianity spread through the efforts of missionaries and merchants through many parts of Afro-Eurasia, and eventually gained Roman imperial support by the time of Emperor Constantine.

E. The core ideas in Greco-Roman philosophy and science emphasized logic, empirical observation, and the nature of political power and hierarchy.

**III. Belief systems affected gender roles. Buddhism and Christianity encouraged monastic life and Confucianism emphasized filial piety.**

**IV. Other religious and cultural traditions continued parallel to the codified, written belief systems in core civilizations.**

A. Shamanism and animism continued to shape the lives of people within and outside of core civilizations because of their daily reliance on the natural world.

B. *Ancestor veneration persisted in many regions*.

**V. Artistic expressions, including literature and drama, architecture, and sculpture, show distinctive cultural developments.**

A. *Literature and drama* acquired distinctive forms that influenced artistic developments in neighboring regions and in later time periods.

B. *Distinctive architectural styles developed* in many regions in this period.

C. The convergence of Greco-Roman culture and Buddhist beliefs affected the development of unique sculptural developments.

**Key Concept 2.2.** The Development of States and Empires As the early states and empires grew in number, size, and population, they frequently competed for resources and came into conflict with one

another. In quest of land, wealth, and security, some empires expanded dramatically. In doing so, they built powerful military machines and administrative institutions that were capable of organizing human activities over long distances, and they created new groups of military and political elites to manage their affairs. As these empires expanded their boundaries, they also faced the need to develop policies and procedures to govern their relationships with ethnically and culturally diverse populations: sometimes to integrate them within an imperial society and sometimes to exclude them. In some cases, these empires became victims of their own successes. By expanding their boundaries too far, they created political, cultural, and administrative difficulties that they could not manage. They also experienced environmental, social, and economic problems when they overexploited their lands and subjects and permitted excessive wealth to be concentrated in the hands of privileged classes.

**I. The number and size of *key states and empires* grew dramatically by imposing political unity on areas where previously there had been competing states.**

Required examples of *key states and empires* (Student should know the

location and names):

• Southwest Asia: *Persian Empires*

• East Asia: Qin and Han Empire

• South Asia: Maurya and Gupta Empires

• Mediterranean region: Phoenicia and its colonies, Greek city-states

and colonies, and Hellenistic and Roman Empires

• Mesoamerica: Teotihuacan, Maya city-states

• Andean South America: Moche

**II. Empires and states developed new techniques of imperial administration based, in part, on the success of earlier political forms.**

A. In order to organize their subjects, the rulers created *administrative institutions in many regions*.

Required examples of ***administrative institutions***:

• Centralized governments

• Elaborate legal systems and bureaucracies

B. Imperial governments projected military power over larger areas *using a variety of techniques*.

Required examples of ***such techniques***:

• Diplomacy

• Developing supply lines

• Building fortifications, defensive walls, and roads

• Drawing new groups of military officers and soldiers from the local populations or conquered peoples

C. Much of the success of the empires rested on their promotion of trade and economic integration by building and maintaining roads and issuing currencies.

**III. Unique social and economic dimensions developed in imperial societies in Afro-Eurasia and the Americas.**

A. *Cities* served as centers of trade, public performance of religious rituals, and political administration for states and empires.

B. The social structures of empires displayed hierarchies that included cultivators, laborers, slaves, artisans, merchants, elites, or caste groups.

C. Imperial societies relied on a *range of methods* to maintain the production of food and provide rewards for the loyalty of the elites.

D. Patriarchy continued to shape gender and family relations in all imperial societies of this period.

**IV. The Roman, Han, Persian, Mauryan, and Gupta empires created political, cultural, and administrative difficulties that they could not manage, which eventually led to their decline, collapse, and transformation into successor empires or states.**

A. Through excessive mobilization of resources, imperial governments caused *environmental damage* and generated social tensions and economic difficulties by concentrating too much wealth in the hands of elites.

B. *External problems* resulted from security issues *along their frontiers*, including the threat of invasions.

**Key Concept 2.3.** Emergence of Transregional Networks of Communication and Exchange

With the organization of large-scale empires, the volume of long-distance trade increased dramatically. Much of this trade resulted from the demand for raw materials and luxury goods. Land and water routes linked many regions of the Eastern Hemisphere. The exchange of people, technology, religious and cultural beliefs, food crops, domesticated animals, and disease pathogens developed alongside the trade in goods across far-flung networks of communication and exchange. In the Americas and Oceania localized networks developed.

**I. Land and water routes became the basis for transregional trade, communication, and exchange networks in the Eastern Hemisphere.**

A. Many factors, including the climate and location of the routes, the typical trade goods, and the ethnicity of people involved, shaped the distinctive features of a *variety of trade routes*.

Required examples of ***trade routes***:

• Eurasian Silk Roads

• Trans-Saharan caravan routes

• Indian Ocean sea lanes

• Mediterranean sea lanes

**II. New technologies facilitated long-distance communication and exchange.**

A. *New technologies* permitted the use of *domesticated pack animals* to transport goods across longer routes.

B. *Innovations in maritime technologies*, as well as advanced knowledge of the monsoon winds, stimulated exchanges along maritime routes from East Africa to East Asia.

**III. Alongside the trade in goods, the exchange of people, technology, religious and cultural beliefs, food crops, domesticated animals, and disease pathogens developed across far-flung networks of**

**communication and exchange.**

A. The spread of crops, including rice and cotton from South Asia to the Middle East, encouraged c*hanges in farming and irrigation techniques*.

B. The *spread of disease pathogens* diminished urban populations and contributed to the decline of some *empires*.

C. *Religious and cultural traditions* were transformed as they spread.

Required examples of ***transformed religious and cultural traditions***:

• Christianity

• Hinduism

• Buddhism

**PERIOD III. Regional and Transregional Interactions, c. 600 C.E. to c. 1450 (20%)**

**What students are expected to know:**

**Key Concept 3.1.** Expansion and Intensification of Communication and Exchange Networks

Although Afro-Eurasia and the Americas remained separate from one another, this era witnessed a deepening and widening of old and new networks of human interaction within and across regions. The results were unprecedented concentrations of wealth and the intensification of cross-cultural exchanges. Innovations in transportation, state policies, and mercantile practices contributed to the expansion and development of commercial networks, which in turn served as conduits for cultural,

technological, and biological diffusion within and between various societies. Pastoral or nomadic groups played a key role in creating and sustaining these networks. Expanding networks fostered greater

interregional borrowing, while at the same time sustaining regional diversity. The prophet Muhammad promoted Islam, a new major monotheistic religion at the start of this period. It spread quickly through

practices of trade, warfare, and diffusion characteristic of this period.

**I. Improved transportation technologies and commercial practices led to an increased volume of trade, and expanded the geographical range of existing and newly active trade networks.**

A. *Existing trade* routes flourished and promoted the growth of powerful

*new trading cities*.

Required examples of ***existing trade routes***:

• The Silk Roads

• The Mediterranean Sea

• The Trans-Saharan

• The Indian Ocean basins

B. New trade routes centering on Mesoamerica and the Andes

developed.

C. The growth of interregional trade in *luxury goods* was encouraged by significant innovations in previously existing transportation and commercial technologies, including more sophisticated *caravan*

*organization*; use of the compass, astrolabe, and larger ship designs in sea travel; and *new forms of credit and monetizatio*n.

D. Commercial growth was also facilitated by *state practices, trading organizations*, and state-sponsored commercial infrastructures like the Grand Canal in China.

E. The expansion of *empires* facilitated Trans-Eurasian trade and communication as new peoples were drawn into their conquerors’ economies and trade networks.

Required examples of ***empires***:

• China

• The Byzantine Empire

• The Caliphates

• The Mongols

**II. The movement of peoples caused environmental and linguistic effects.**

A. The expansion and intensification of long-distance trade routes often depended on *environmental knowledge and technological adaptations to it*.

B. Some *migrations* had a *significant environmental impact*.

Required examples of ***migration and their environmental impact***:

• The migration of Bantu-speaking peoples who facilitated transmission of iron technologies and agricultural techniques in Sub-Saharan Africa

• The maritime migrations of the Polynesian peoples who cultivated transplanted foods and domesticated animals as they moved to new islands

C. Some migrations and commercial contacts led to the *diffusion of languages* throughout a new region or the emergence of new languages.

**III. Cross-cultural exchanges were fostered by the intensification of**

**existing, or the creation of new, networks of trade and communication.**

A. Islam, based on the revelations of the prophet Muhammad, developed in the Arabian peninsula. The beliefs and practices of Islam reflected interactions among Jews, Christians, and Zoroastrians with the local Arabian peoples. Muslim rule expanded to many parts of Afro-Eurasia due to military expansion, and Islam subsequently expanded through the activities of merchants and missionaries.

B. In key places along important trade routes, merchants set up *diasporic communities* where they introduced their own cultural traditions into the indigenous culture.

C. The writings of certain *interregional travelers* illustrate both the extent and the limitations of intercultural knowledge and understanding. Teach one illustrative example of ***diasporic communities***, either from the list below or an example of your choice:

• Muslim merchant communities in the Indian Ocean region

• Chinese merchant communities in Southeast Asia

• Sogdian merchant communities throughout Central Asia

• Jewish communities in the Mediterranean, Indian Ocean basin, or along the Silk Roads

D. Increased cross-cultural interactions resulted in the *diffusion of literary, artistic*, *and cultural traditions*.

E. Increased cross-cultural interactions also resulted in the diffusion of *scientific and technological traditions*.

**IV. There was continued diffusion of crops and pathogens throughout the Eastern Hemisphere along the trade routes.**

A. *New foods and agricultural techniques* were adopted in populated areas.

B. The spread of epidemic diseases, including the Black Death, followed the well established paths of trade and military conquest.

**Key Concept 3.2.** Continuity and Innovation of State Forms and Their Interactions

State formation in this era demonstrated remarkable continuity, innovation and diversity in various regions. In Afro-Eurasia, some states attempted, with differing degrees of success, to preserve or revive imperial structures, while smaller, less centralized states continued to develop. The expansion of Islam introduced a new concept — the Caliphate — to Afro-Eurasian statecraft. Pastoral peoples in Eurasia built powerful and distinctive empires that integrated people and institutions from both the pastoral

and agrarian worlds. In the Americas, powerful states developed in both Mesoamerica and the Andean region.

**I. Empires collapsed and were reconstituted; in some regions new**

**state forms emerged.**

A. Following the collapse of empires, most reconstituted governments, including the Byzantine Empire and the Chinese dynasties — Sui, Tang, and Song — combined *traditional sources of power and Legitimacy with innovations* better suited to the current circumstances.

B. In some places, new forms of governance emerged, including those developed in various *Islamic states*, the Mongol Khanates, *city-states*, and decentralized government (feudalism) in Europe and Japan.

C. Some states *synthesized local and borrowed traditions*.

D. In the Americas, as in Afro-Eurasia, state systems expanded in scope and reach: Networks of city-states flourished in the Maya region and, at the end of this period, imperial systems were created by the Mexica (“Aztecs”) and Inca.

**II. Interregional contacts and conflicts between states and empires encouraged significant *technological and cultural transfers*.**

Required examples of *technological and cultural transfers*:

• Between Tang China and the Abbasids

• Across the Mongol empires

• During the Crusades

**Key Concept 3.3.** Increased Economic Productive Capacity and Its Consequences

Changes in trade networks resulted from and stimulated increasing productive capacity, with important implications for social and gender structures and environmental processes. Productivity rose in both

agriculture and industry. Rising productivity supported population growth and urbanization but also strained environmental resources and at times caused dramatic demographic swings. Shifts in production and the increased volume of trade also stimulated new labor practices, including

adaptation of existing patterns of free and coerced labor. Social and gender structures evolved in response to these changes.

**I. Innovations stimulated agricultural and industrial production in many regions.**

A. Agricultural production increased significantly due to *technological innovations*.

B. In response to increasing demand in Afro-Eurasia for foreign luxury goods, crops were transported from their indigenous homelands to equivalent climates in other regions.

C. Chinese, Persian, and Indian artisans and merchants expanded their production of textiles and porcelains for export; industrial production of iron and steel expanded in China. Teach one illustrative

example of ***technological innovations***, either from the list below or an example of your choice:

• Champa rice varieties

• The chinampa field systems

• *Waru waru* agricultural techniques in the Andean areas

• Improved terracing techniques

• The horse collar

**II. The fate of cities varied greatly, with periods of significant decline, and with periods of increased urbanization buoyed by rising productivity and expanding trade networks.**

A. *Multiple factors* contributed to the declines of urban areas in this period.

Required examples of ***these factors***:

• Invasions

• Disease

• The decline of agricultural productivity

• The Little Ice Age

B. *Multiple factors* contributed to urban revival.

Required examples of ***these factors***:

• The end of invasions

• The availability of safe and reliable transport

• The rise of commerce and the warmer temperatures between 800 and 1300

• Increased agricultural productivity and subsequent rising population

• Greater availability of labor also contributed to urban growth

C. While cities in general continued to play the roles they had played in the past as governmental, religious, and commercial centers, many older cities declined at the same time that numerous new cities emerged to take on these established roles.

**III. Despite significant continuities in social structures and in methods of production, there were also some important changes in labor management and in the effect of religious conversion on gender relations and family life.**

A. As in the previous period, there were many forms of *labor organization*.

Required examples of forms of ***labor organization***:

• Free peasant agriculture

• Nomadic pastoralism

• Craft production and guild organization

• Various forms of coerced and unfree labor

• Government-imposed labor taxes

• Military obligations

B. As in the previous period, social structures were shaped largely by class and caste hierarchies. Patriarchy persisted; however, in some areas, women exercised more power and influence, most notably among the Mongols and in West Africa, Japan, and Southeast Asia.

C. New forms of coerced labor appeared, including serfdom in Europe and Japan and the elaboration of the *mit’a* in the Inca Empire. *Free peasants resisted attempts to raise dues and taxes by staging revolts*. The demand for slaves for both military and domestic purposes increased, particularly in central Eurasia, parts of Africa, and the eastern Mediterranean. Teach one illustrative example of ***regions where free peasants revolted***, either from the list below or an example of your choice:

• China

• The Byzantine Empire

D. The diffusion of Buddhism, Christianity, Islam, and Neoconfucianism

often led to significant changes in gender relations and family structure.

**PERIOD IV: Global Interactions, c. 1450 to c. 1750 (20 %). What students are expected to know:**

**Key Concept 4.1.** Globalizing Networks of Communication and Exchange

The interconnection of the Eastern and Western hemispheres made possible by transoceanic voyaging marked a key transformation of this period. Technological innovations helped to make transoceanic connections possible. Changing patterns of long-distance trade included the global circulation of some commodities and the formation of new regional markets and financial centers. Increased transregional and global trade networks facilitated the spread of religion and other elements of culture as well as the migration of large numbers of people. Germs carried to the Americas ravaged the indigenous peoples, while the global exchange of crops and animals altered agriculture, diets, and populations around the

planet.

**I. In the context of the new global circulation of goods, there was an intensification of all existing regional trade networks that brought prosperity and economic disruption to the merchants and governments in the trading regions of the Indian Ocean, Mediterranean, Sahara, and overland Eurasia.**

**II. European technological developments in cartography and navigation built on previous knowledge developed in the classical, Islamic, and Asian worlds, and included the production of *new tools,***

***innovations in ship designs*, and an improved understanding of global wind and currents patterns — all of which made transoceanic travel and trade possible.**

**III. Remarkable new transoceanic maritime reconnaissance occurred in this period.**

A. Official Chinese maritime activity expanded into the Indian Ocean region with the naval voyages led by Ming Admiral Zheng He, which enhanced Chinese prestige.

B. Portuguese development of a school for navigation led to increased travel to and trade with West Africa, and resulted in the construction of a global trading-post empire.

C. Spanish sponsorship of the first Columbian and subsequent voyages across the Atlantic and Pacific dramatically increased European interest in transoceanic travel and trade.

D. Northern Atlantic crossings for fishing and settlements continued and spurred European searches for multiple routes to Asia.

E. In Oceania and Polynesia, established exchange and communication networks were not dramatically affected because of infrequent European reconnaissance in the Pacific Ocean.

**IV. The new global circulation of goods was facilitated by royal chartered European monopoly companies that took silver from Spanish colonies in the Americas to purchase Asian goods for the Atlantic markets, but regional markets continued to flourish in Afro-Eurasia by using established commercial practices and new transoceanic shipping services developed by European merchants.**

A. European merchants’ role in Asian trade was characterized mostly by transporting goods from one Asian country to another market in Asia or the Indian Ocean region.

B. Commercialization and the creation of a global economy were intimately connected to new global circulation of silver from the Americas.

C. Influenced by mercantilism, joint-stock companies were new methods used by European rulers to control their domestic and colonial economies and by European merchants to compete against one another in global trade.

D. The Atlantic system involved the movement of goods, wealth, and free and unfree laborers, and the mixing of African, American, and European cultures and peoples.

**V. The new connections between the Eastern and Western**

**hemispheres resulted in the Columbian Exchange.**

A. European colonization of the Americas led to the spread of diseases — including smallpox, measles, and influenza — that were endemic in the Eastern Hemisphere among Amerindian populations and the

unintentional transfer of vermin, including mosquitoes and rats.

B. *American foods* became staple crops in various parts of Europe, Asia, and Africa. *Cash crops* were grown primarily on plantations with coerced labor and were exported mostly to Europe and the Middle East in this period.

C. Afro-Eurasian fruit trees, grains, sugar, and *domesticated animals* were brought by Europeans to the Americas, while other *foods were brought by African slaves*.

D. Populations in Afro-Eurasia benefited nutritionally from the increased diversity of American food crops.

E. European colonization and the introduction of European agriculture and settlements practices in the Americas often affected the physical environment through deforestation and soil depletion.

**VI. The increase in interactions between newly connected hemispheres and intensification of connections within hemispheres expanded the spread and reform of existing religions and created syncretic belief systems and practices.**

A. As Islam spread to new settings in Afro-Eurasia, believers adapted it

to local cultural practices. The split between the Sunni and Shi’a traditions

of Islam intensified, and Sufi practices became more widespread.

B. The practice of Christianity continued to spread throughout the

world and was increasingly diversified by the process of diffusion and the

Reformation.

C. Buddhism spread within Asia.

D. *Syncretic and new forms of religion* developed.

**VII. As merchants’ profits increased and governments collected more taxes, funding for the visual and performing arts, even for popular audiences, increased.**

*A. Innovations in visual and performing arts* were seen all over the world.

B. Literacy expanded and was accompanied by *the proliferation of popular authors, literary forms, and works of literature in Afro-Eurasia*.

**Key Concept 4.2.** New Forms of Social Organization and Modes of Production

Although the world’s productive systems continued to be heavily centered on agricultural production throughout this period, major changes occurred in agricultural labor, the systems and locations of manufacturing, gender and social structures, and environmental processes. A surge in agricultural productivity resulted from new methods in crop and field rotation and the introduction of new crops. Economic growth also depended on new forms of manufacturing and new commercial patterns,

especially in long-distance trade. Political and economic centers within regions shifted, and merchants’ social status tended to rise in various states. Demographic growth — even in areas such as the Americas, where disease had ravaged the population — was restored by the eighteenth century and surged in many regions, especially with the introduction of American food crops throughout the Eastern Hemisphere. The Columbian Exchange led to new ways of humans interacting with their environments. New forms of coerced and semi-coerced labor emerged in Europe, Africa, and the Americas, and affected ethnic and racial classifications and gender roles.

**I. Traditional peasant agriculture increased and changed, plantations**

**expanded, and demand for labor increased. These changes both fed and**

**responded to growing global demand for raw materials and finished**

**products.**

1. *Peasant labor intensified* in many regions.

B. Slavery in Africa continued both the traditional incorporation of slaves into households and the export of slaves to the Mediterranean and the Indian Ocean.

C. The growth of the plantation economy increased the demand for slaves in the Americas.

D. Colonial economies in the Americas depended on a range of *coerced* *labor*.

**II. As new social and political elites changed, they also restructured new ethnic, racial, and gender hierarchies.**

A. Both imperial conquests and widening global economic opportunities

contributed to the formation of *new political and economic elites*.

B. The power of *existing political and economic elites* fluctuated as they confronted new challenges to their ability to affect the policies of the increasingly powerful monarchs and leaders.

C. Some notable *gender and family restructuring* occurred, including the demographic changes in Africa that resulted from the slave trades.

D. The massive demographic changes in the Americas resulted in *new ethnic and racial classifications*.

**Key Concept 4.3.** State Consolidation and Imperial Expansion

Empires expanded and conquered new peoples around the world, but they often had difficulties incorporating culturally, ethnically, and religiously diverse subjects, and administrating widely dispersed territories. Agents of the European powers moved into existing trade networks around the world. In Africa and the greater Indian Ocean, nascent European empires consisted mainly of interconnected trading posts and enclaves. In the Americas, European empires moved more quickly to settlement and territorial control, responding to local demographic and commercial conditions. Moreover, the creation of European empires in the Americas quickly fostered a new Atlantic trade system that included the trans-Atlantic slave trade. Around the world, empires and states of varying sizes pursued strategies of centralization, including more efficient taxation systems that placed strains on peasant producers, sometimes prompting local rebellions. Rulers used public displays of art and architecture to legitimize state power. African states shared certain characteristics with larger Eurasian empires. Changes in African and global trading patterns strengthened some West and Central African states — especially on the coast; this led to the rise of new states and contributed to the decline of states on both the coast and in the interior.

**I. Rulers used a variety of methods to legitimize and consolidate their power.**

A. Rulers used *the arts to display political power* and to legitimize their rule.

B. Rulers continued to use *religious ideas to legitimize their rule*.

C. States *treated different ethnic and religious groups* in ways that utilized their economic contributions while limiting their ability to challenge the authority of the state.

D. Recruitment and use of *bureaucratic elites*, *as well as the development of military professionals*, became more common among rulers who wanted to maintain centralized control over their populations and resources.

E. Rulers used tribute collection and tax farming to generate revenue for territorial expansion.

**II. Imperial expansion relied on the increased use of gunpowder, cannons, and armed trade to establish large empires in both hemispheres.**

A. Europeans established new trading-post empires in Africa and Asia, which proved profitable for the rulers and merchants involved in new global trade networks, but these empires also affected the power of the states in interior West and Central Africa.

B. *Land empires* expanded dramatically in size. Required examples of ***land empires***:

• Manchus

• Mughals

• Ottomans

• Russians

C. European states established new *maritime empires* in the Americas. Required examples of ***maritime empires***:

• Portuguese

• Spanish

• Dutch

• French

• British

**III. *Competition over trade routes*, *state rivalries,* and *local resistance* all**

**provided significant challenges to state consolidation and expansion.**

**PERIOD V: Industrialization and Global Integration, c. 1750 to c. 1900 (20%)**

**What students are expected to know:**

**Key Concept 5.1.** Industrialization and Global Capitalism

Industrialization fundamentally altered the production of goods around the world. It not only changed how goods were produced and consumed, as well as what was considered a “good,” but it also had far-reaching effects on the global economy, social relations, and culture. Although it is common to speak of an “Industrial Revolution,” the process of industrialization was a gradual one that unfolded over the course of the eighteenth and nineteenth centuries, eventually becoming global.

**I. Industrialization fundamentally changed how goods were produced.**

A. A variety of *factors led to the rise of industrial production*. Required examples of ***factors leading to the rise of industrial production***:

• Europe’s location on the Atlantic Ocean

• The geographical distribution of coal, iron and timber

• European demographic changes

• Urbanization

• Improved agricultural productivity

• Legal protection of private property

• An abundance of rivers and canals

• Access to foreign resources

• The accumulation of capital

B. The development of machines, including steam engines and the internal combustion engine, made it possible to exploit vast new resources of energy stored in fossil fuels, specifically coal and oil. The “fossil fuels” revolution greatly increased the energy available to human societies.

C. The development of the factory system concentrated labor in a single location and led to an increasing degree of specialization of labor.

D. As the new methods of industrial production became more common in parts of northwestern Europe, they spread to other parts of Europe and the United States, Russia, and Japan.

E. The “second industrial revolution” led to new methods in the production of steel, chemicals, electricity and precision machinery during the second half of the nineteenth century.

**II. New patterns of global trade and production developed and further integrated the global economy as industrialists sought raw materials and new markets for the increasing amount and array of goods produced in their factories.**

A. The need for raw materials for the factories and increased food supplies for the growing population in urban centers led to the growth of export economies around the world that specialized in mass producing *single natural resources*. The profits from these raw materials were used to purchase finished goods.

B. The rapid development of industrial production contributed to the *decline of economically productive, agriculturally based economies*.

C. The rapid increases in productivity caused by industrial production encouraged *industrialized states to seek out new consumer markets* for their finished goods.

D. The need for specialized and limited metals for industrial production, as well as the global demand for gold, silver and diamonds as forms of wealth, led to the development of *extensive mining centers*.

**III. To facilitate investments at all levels of industrial production, financiers developed and expanded various financial institutions.**

A. The ideological inspiration for economic changes lies in the development of capitalism and classical liberalism associated with Adam Smith and John Stuart Mill.

B. *Financial instruments* expanded.

C. The global nature of trade and production contributed to the proliferation of *large-scale transnational businesses*.

**IV. There were *major developments in transportation and communication*.**

Required examples of ***developments in transportation and communication***:

• Railroads

• Steamships

• Telegraphs

• Canals

**V. The development and spread of global capitalism led to a variety of responses.**

A. In industrialized states, many workers organized themselves to improve working conditions, limit hours, and gain higher wages, while others opposed capitalist exploitation of workers by promoting *alternative visions of society*.

B. In Qing China and the Ottoman Empire, some members of the government resisted economic change and attempted to maintain preindustrial forms of economic production.

C. In a small number of states, governments promoted their own *state-sponsored visions of industrialization*.

D. In response to criticisms of industrial global capitalism, some governments mitigated the negative effects of industrial capitalism by *promoting various types of reforms*.

**VI. The ways in which people organized themselves into societies also underwent significant transformations in industrialized states due to the fundamental restructuring of the global economy.**

A. New social classes, including the middle class and the industrial working class, developed.

B. Family dynamics, gender roles, and demographics changed in response to industrialization.

C. Rapid urbanization that accompanied global capitalism often led to unsanitary conditions, as well as to new forms of community.

**Key Concept 5.2.** Imperialism and Nation-State Formation

As states industrialized during this period, they also expanded their existing overseas colonies and established new types of colonies and transoceanic empires. Regional warfare and diplomacy both resulted in and were affected by this process of modern empire building. The process was led mostly by Europe, although not all states were affected equally, which led to an increase of European influence around the world. The United States and Japan also participated in this process. The growth of new empires challenged the power of existing land-based empires of Eurasia. New ideas about nationalism, race, gender, class, and culture also developed that facilitated the spread of transoceanic empires, as well as justified anti-imperial resistance and the formation of new national identities.

**I. Industrializing powers established transoceanic empires.**

A. *States with existing colonies* strengthened their control over those colonies.

B. *European states*, as well as the Americans and the Japanese, *established empires* throughout Asia and the Pacific, while Spanish and Portuguese influence declined.

C. Many *European states* used both warfare and diplomacy to *establish empires in Africa*.

D. In some parts of their empires, *Europeans established settler colonies*.

E. In other parts of the world, *industrialized states practiced economic imperialism*.

**II. Imperialism influenced state formation and contraction around the world.**

A. The expansion of U.S. and European influence over Tokugawa Japan led to the emergence of Meiji Japan.

B. The United States and Russia emulated European transoceanic imperialism by expanding their land borders and conquering neighboring territories.

C. Anti-imperial resistance led to the *contraction of the Ottoman Empire*.

D. *New states developed on the edges of existing empires*.

E. The development and spread of *nationalism as an ideology fostered new communal identities*.

**III. New racial ideologies, especially Social Darwinism, facilitated and justified imperialism.**

**Key Concept 5.3.** Nationalism, Revolution, and Reform

The eighteenth century marked the beginning of an intense period of revolution and rebellion against existing governments, and the establishment of new nation-states around the world. Enlightenment

thought and the resistance of colonized peoples to imperial centers shaped this revolutionary activity. These rebellions sometimes resulted in the formation of new states and stimulated the development of new ideologies. These new ideas in turn further stimulated the revolutionary and antiimperial tendencies of this period.

**I. The rise and diffusion of Enlightenment thought that questioned established traditions in all areas of life often preceded the revolutions and rebellions against existing governments.**

A. *Thinkers* applied new ways of understanding the natural world to human relationships, encouraging observation and inference in all spheres of life.

B. Intellectuals critiqued the role that religion played in public life, insisting on the importance of reason as opposed to revelation.

C. *Enlightenment thinkers* developed new political ideas about the individual, natural rights, and the social contract.

D. The ideas of Enlightenment thinkers influenced resistance to existing political authority, as reflected in *revolutionary documents*. Required examples of ***revolutionary documents***:

• The American Declaration of Independence

• The French Declaration of the Rights of Man and Citizen

• Bolivar’s Jamaica Letter

E. These ideas influenced many people to challenge existing notions of social relations, which led to the expansion of rights as seen in expanded suffrage, the abolition of slavery and the end of serfdom, as their ideas were implemented.

**II. Beginning in the eighteenth century, peoples around the world developed a new sense of commonality based on language, religion, social customs and territory. These newly imagined national**

**communities linked this identity with the borders of the state, while governments used this idea to unite diverse populations.**

**III. Increasing discontent with imperial rule propelled reformist and revolutionary movements.**

A. *Subjects challenged the centralized imperial governments*.

B. American colonial subjects led a series of *rebellions*, which facilitated

the emergence of independent states in the United States, Haiti, and

mainland Latin America. French subjects rebelled against their monarchy.

Required examples of ***rebellions***:

• American Revolution

• French Revolution

• Haitian Revolution

• Latin American independence movements

C. *Slave resistance* challenged existing authorities in the Americas.

D. Increasing questions about political authority and growing

nationalism contributed to *anticolonial movements*.

E. Some of the *rebellions were influenced by religious ideas and*

*millenarianism*.

F. Responses to increasingly frequent rebellions led to *reforms in*

*imperial policies*.

**IV. The global spread of European political and social thought and**

**the increasing number of rebellions stimulated new transnational**

**ideologies and solidarities.**

A. Discontent with monarchist and imperial rule encouraged the development of political ideologies, including liberalism, socialism, and communism.

**Key Concept 5.4.** Global Migration

Migration patterns changed dramatically throughout this period, and the numbers of migrants increased significantly. These changes were closely connected to the development of transoceanic empires and a

global capitalist economy. In some cases, people benefited economically from migration, while other people were seen simply as commodities to be transported. In both cases, migration produced dramatically different societies for both sending and receiving societies, and presented challenges

to governments in fostering national identities and regulating the flow of people.

**I. Migration in many cases was influenced by changes in demography in both industrialized and unindustrialized societies that presented challenges to existing patterns of living.**

A. Changes in food production and improved medical conditions contributed to a significant global rise in population.

B. Because of the nature of the new modes of transportation, both internal and external migrants increasingly relocated to cities. This pattern contributed to the significant global urbanization of the nineteenth century.

**II. Migrants relocated for a variety of reasons.**

A. Many individuals chose *freely to relocate, often in search of work*.

B. The new global capitalist economy continued to rely on *coerced and semicoerced labor migration*.

Required examples of ***coerced and semicoerced labor migration***:

• Slavery

• Chinese and Indian indentured servitude

• Convict labor

C. While many migrants permanently relocated, a significant number of *temporary and seasonal migrants returned to their home societies*.

**III. The large-scale nature of migration, especially in the nineteenth century, produced a variety of consequences and reactions to the increasingly diverse societies on the part of migrants and the existing populations.**

A. Due to the physical nature of the labor in demand, migrants tended to be male, leaving women to take on new roles in the home society that had been formerly occupied by men.

B. Migrants often created *ethnic enclaves in different parts of the world* which helped transplant their culture into new environments and facilitated the development of migrant support networks.

C. Receiving societies did not always embrace immigrants, as seen in the various degrees of ethnic and racial prejudice and the ways states attempted to *regulate the increased flow of people across their borders*.

**PERIOD VI: Accelerating Global Change and Realignments, c. 1900 to the Present (20 %)**

**What students are expected to know:**

**Key Concept 6.1** Science and the Environment

Rapid advances in science altered the understanding of the universe and the natural world and led to the development of new technologies. These changes enabled unprecedented population growth, which altered how humans interacted with the environment and threatened delicate ecological balances at local, regional, and global levels.

**I. Researchers made rapid advances in science that spread throughout the world, assisted by the development of new technology.**

A. New modes of communication and transportation virtually eliminated the problem of geographic distance.

B. *New scientific paradigms* transformed human understanding of the world.

C. The Green Revolution produced food for the earth’s growing population as it spread chemically and genetically enhanced forms of agriculture.

D. *Medical innovations* increased the ability of humans to survive.

E. Energy technologies including the use of oil and nuclear power raised productivity and increased the production of material goods.

**II. As the global population expanded at an unprecedented rate, humans fundamentally changed their relationship with the environment.**

A. Humans exploited and competed over the earth’s finite resources more intensely than ever before in human history.

B. Global warming was a major consequence of the release of greenhouse gases and other pollutants into the atmosphere.

C. Pollution threatened the world’s supply of water and clean air. Deforestation and desertification were continuing consequences of the human impact on the environment. Rates of extinction of other species accelerated sharply.

**III. Disease, scientific innovations, and conflict led to demographic shifts.**

A. *Diseases associated with poverty* persisted, while other *diseases emerged as new epidemics* and threats to human survival. In addition, *changing lifestyles and increased longevity led to higher incidence of certain diseases*.

B. More effective forms of birth control gave women greater control over fertility and transformed sexual practices.

C. *Improved military technology* and *new tactics* led to increased levels of *wartime casualties*.

**Key Concept 6.2** Global Conflicts and Their Consequences

At the beginning of the twentieth century, a European-dominated global political order existed, which also included the United States, Russia, and Japan. Over the course of the century, peoples and states around the world challenged this order in ways that sought to redistribute power within the existing order and to restructure empires, while those peoples and states in power attempted to maintain the status quo. Other peoples and states sought to overturn the political order itself. These challenges to, and the attempts to maintain, the political order manifested themselves in an unprecedented level of conflict with high human casualties. In the context of these conflicts, many regimes in both older and newer states struggled with maintaining political stability and were challenged by internal and external factors, including ethnic and religious conflicts, secessionist movements, territorial partitions, economic dependency, and the legacies of colonialism.

**I. Europe dominated the global political order at the beginning of the twentieth century, but both land-based and transoceanic empires gave way to new forms of transregional political organization by the century’s end.**

A. The older land-based Ottoman, Russian, and Qing empires *collapsed due to a combination of internal and external factors*.

B. Some *colonies negotiated their independence*.

C. Some *colonies achieved independence through armed struggle*.

**II. Emerging ideologies of anti-imperialism contributed to the dissolution of empires and the restructuring of states.**

A. *Nationalist leaders* in Asia and Africa challenged imperial rule.

B. *Regional, religious, and ethnic movements* challenged both colonial rule and inherited imperial boundaries.

C. *Transnational movements* sought to unite people across national boundaries.

D. Movements to redistribute land and resources developed within states

in Africa, Asia, and Latin America, sometimes advocating communism

and socialism.

**III. Political changes were accompanied by major demographic and social consequences.**

A. The redrawing of old colonial boundaries led to *population resettlements*.

B. *The migration of former colonial subjects to imperial metropoles* maintained cultural and economic ties between the colony and themetropole even after the dissolution of empires.

C. The proliferation of conflicts led to various forms of *ethnic violence* and the *displacement of peoples resulting in refugee populations*.

**IV. Military conflicts occurred on an unprecedented global scale.**

A. World War I and World War II were the first “total wars.” Governments used ideologies, including fascism, nationalism and communism, to *mobilize all of their state’s resources*, including peoples, both in the home countries and the colonies or former colonies, *for the purpose of waging war.* Governments also used a variety of strategies, including political speeches, art, media, and intensified forms of nationalism, to mobilize these populations.

B. The *sources of global conflict* in the first half of the century varied. Required examples of the ***sources of global conflict***:

• Imperialist expansion by European powers and Japan

• Competition for resources

• Ethnic conflict

• Great power rivalries between Great Britain and Germany

• Nationalist ideologies

• The economic crisis engendered by the Great Depression.

C. The global balance of economic and political power shifted after the end of World War II and rapidly evolved into the Cold War. The United States and the Soviet Union emerged as superpowers, which led to ideological struggles between capitalism and communism throughout the globe.

D. The Cold War produced new military alliances, including NATO and the Warsaw Pact, and promoted proxy wars in Latin America, Africa, and Asia.

E. The dissolution of the Soviet Union effectively ended the Cold War.

**V. Although conflict dominated much of the twentieth century, many individuals and groups — including states — opposed this trend. Some individuals and groups, however, intensified the conflicts.**

A. *Groups and individuals challenged the many wars* of the century, and

some promoted the *practice of nonviolence* as a way to bring about political

change.

B. *Groups and individuals opposed and promoted alternatives* to the existing economic, political, and social orders.

C. Militaries and militarized states often responded to the proliferation of conflicts in *ways that further intensified conflict*.

D. More *movements used violence* against civilians to achieve political aims.

E. Global conflicts had a profound *influence on popular culture*.

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

The twentieth century witnessed a great deal of warfare and the collapse of the global economy in the 1930s. In response to these challenges, the role of state in the domestic economy fluctuated, and new institutions of global governance emerged and continued to develop throughout the century. Scientific breakthroughs, new technologies, increasing levels of integration, changing relationships between humans and the environment, and the frequency of political conflict all contributed to global developments in which people crafted new understandings of society, culture, and historical

interpretations. These new understandings often manifested themselves in, and were reinforced by, new forms of cultural production. Institutions of global governance both shaped and adapted to these social conditions.

**I. States responded in a variety of ways to the economic challenges of the twentieth century.**

A. In the Communist states of the Soviet Union and China, *governments controlled their national economies*.

B. At the beginning of the century in the United States and parts of Europe, governments played a minimal role in their national economies. With the onset of the Great Depression, *governments began to take a more active role in economic life*.

C. In newly independent states after World War II, *governments* often took on a strong role in *guiding economic life to promote development*.

D. At the end of the twentieth century, many *governments encouraged free market economic policies and promoted economic liberalization*.

**II. States, communities, and individuals became increasingly interdependent, a process facilitated by the growth of institutions of global governance.**

A. *New international organizations* formed to maintain world peace and to facilitate international cooperation.

B. *New economic institutions* sought to spread the principles and practices associated with free market economics throughout the world.

C. *Humanitarian organizations* developed to respond to humanitarian crises throughout the world.

D. *Regional trade agreements* created regional trading blocs designed to promote the movement of capital and goods across national borders.

E. *Multinational corporations* began to challenge state authority and autonomy.

F. *Movements* throughout the world protested the inequality of environmental and economic consequences of global integration.

**III. People conceptualized society and culture in new ways; some challenged old assumptions about race, class, gender, and religion, often using new technologies to spread reconfigured traditions.**

A. The *notion of human rights* gained traction throughout the world.

B. Increased interactions among diverse peoples sometimes led to the formation of *new cultural identities* and *exclusionary reactions*.

C. Believers developed *new forms of spirituality* and chose to emphasize particular aspects of practice within existing faiths and apply them to political issues.

**IV. Popular and consumer culture became global.**

A. *Sports* were more widely practiced and reflected national and social aspirations.

B. Changes in communication and transportation technology enabled the *widespread diffusion of music and film*.

**First and Second Semester Plans and Assignments, 2012-2013**

**IMPORTANT ASSIGNMENT GUIDELINES: Remember, chapter readings for each week must be completed before the first class meeting in that week (typically Monday unless it is a holiday). All written assignments must be completed by Friday of each week (unless otherwise stated). Plan your time accordingly.**

**Week One (Period #1):**

**Introductory Note: It’s always difficult to get started and jump right in, especially during the first week. I’ve done my best to limit the amount of required reading this week, but you must complete all of the assignments listed below.**

**First Day of Class--DUE:** Evidence of completion of summer reading—Jared Diamond’s Guns, Germs and Steel and reading comprehension questions. This assignment must be submitted to me on the first day as your “ticket” into this advanced World History course. Without your ticket, you will be moved to regular World History.

**Required readings**: Diamond, Guns, Germs and Steel; Stearns, Chapter 1 (Note: Begin your reading at p. 2. and review the AP Test Prep at the end of the chapter).

**Topics:** Introduction to AP World History, locating world history in the environment and time, early human development

**Also due this week**: Download the “Early Humans” folder, read “The Beginning of Time” and complete the worksheet “Becoming Human” in association with the website [www.becominghuman.org](http://www.becominghuman.org). The website will require you to download and save software on a computer for you to access. While we will review some of the website and its movie clips in class, you will be responsible for exploring the website in its entirety as well as completing all 19 questions and the “Final Assignment” on the worksheet.

**Week Two (Period #1):**

**Required readings**: Stearns, Chapter 1 (and review the AP Test Prep at the end of the chapter).

**Topics:** Developing agriculture and technology—The Sumerians, Babylonians and Phoenicians

**Due this week**: Download the folder “Agriculture, Sumerians & Babylonians.” 1) Read “The Geography of the Middle East” and complete all geography activities. 2) Complete all Sumerian and Babylonian readings, graphic organizers and activities, as described. We will discuss your Noah and the Flood and Gilgamesh reading assignments in great detail, so come to class prepared with this complete as well!

**Week Three (Period #1):**

**Disclaimer: We will be analyzing the Holy Bible as historical text only; I am not preaching or advocating a particular faith.**

**Required readings**: Stearns, Chapter 1 (and review the AP Test Prep at the end of the chapter).

**Topics:** 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. A focus on the early Hebrews and ancient Egypt.

**Due this week**: Download the folder “Hebrews & Ancient Egypt.” 1) Complete all assignments in the “Hebrew” folder, containing several graphic organizers. You will need to use a hard copy of the Holy Bible or go online to <http://www.biblegateway.com/>. Also, use [www.**jewfaq**.org/](http://www.jewfaq.org/) for helpful information on famous Jewish kings and leaders and time periods. 2) Read all articles and complete all assignments in the “Egyptian” folder.

**Week Four (Period #1)):**

**Required readings**: Stearns, Chapters 2-3 (and review the AP Test Prep at the end of the chapters).

**Topics:** A focus on Indus Valley Civilization, Ancient Chinese Dynasties, Hinduism and Buddhism

**Due this week**: Download the “Indus Valley & Ancient Chinese Dynasties” folder. 1) For the ancient India assignments, you will need to complete all geography readings, follow the directions on the worksheet “The Geography of South Asia” to complete a physical and political map of India, and complete the graphic organizers. To label the parts of the Shiva Statue, read the article “Shiva as Nataraja - Dance and Destruction In Indian Art.” 2) For the early China assignments, you will need to complete the map activity on China and the Shang Dynasty newspaper project. Then, choose to complete ONE of the following: “The Three Teachings” or “Buddhism” graphic organizer.

**Week Five (Period #2):**

**Required readings**: Stearns, Chapters 4(and review the AP Test Prep at the end of the chapter).

**Topics:** Classical civilizations – Classical Greece and Alexander the Great

**Due this week**: 1) Read the selection from “The Trojan war” and answer the accompanying questions. 2) Read the article "Herodotus and Thucydides: Inventing History" and complete the questions for "Discussion & Writing" on p. 5. 3) Read “Sparta” and “Athens: School for Citizens” and complete “Athens and Sparta Comparison” graphic organizer. REVISION: 4) Read “Pericles’ Funeral Oration” and Abraham Lincoln’s “Gettysburg Address” and complete a Venn diagram on the two speeches. 5) Read “Socrates,” “Plato” and “Aristotle.” We will host a Socratic Seminar based on the question “Which philosopher best answers the question: ‘What is knowledge?’” Just be prepared with your personal notes for the Seminar. 6) Read “The Legacy of Alexander the Great” and answer “Questions for discussion and writing.” 7) Complete “Greek Scientists” graphic organizer.

**Week Six (Period #2):**

**Required readings**: Stearns, Chapters 4-5 (and review the AP Test Prep at the end of the chapters).

**Topics:** Classical Civilizations – Roman Republic and Empire & the rise of Christianity and AP World Practice Exam!

**Due this week**: 1) Read “When Roman Law Ruled the World” and complete “For Discussion and Writing” questions. 2) Read “The Founding of Rome” and “The Early Roman Republic” and complete the “Republic” graphic organizer. 3) Read the three Julius Caesar articles, “The Deeds of Augustus Caesar,” “Rome: A Vast and Powerful Empire.” 4) Read “Document Packet: Early Christianity” and THINK about these questions: “Applying Jesus Christ’s philosophy, how does he suggest Christian should treat the Romans? Why do you think the Romans felt threatened by these teachings and decided to persecute the early Christians?” We will discuss this in class. 5) Read “Christianity in the Roman Empire” and complete the related questions. 6) Read “Constantine’s Dilemma Parts I & II” and complete “Task Sheets #1 & 2.” 7) Read “The Barbarian Invasions,” “Dining with Attila the Hun,” and “Document Packet: Decline of the Roman Empire” and complete all associated questions located inside.

**Week Seven (Period #3)**

**Required readings**: Stearns, Chapter 9 (and review the AP Test Prep at the end of the chapter).

**Topics:** Questions of periodization. Focus on the Byzantine Empire and Orthodox Christianity.

**Due this week**:  1) Read “Byzantium: The New Rome” and “The Byzantine Empire: A Blend of East and West” and EITHER: Complete the "Reading Comprehension Questions" in the separate Word document OR complete “Comparing Empires—Byzantium vs. Rome” graphic organizer. 2) Complete “Justinian Code vs. Present Laws.” 3) Read "Fall of Constantinople," (a primary source account of the siege of the city) and complete this writing prompt: Produce a 250-300 word biased, eyewitness newspaper-style account about the Fall of Constantinople, from either a Christian or Muslim perspective.  5) Go to the following website and explore the virtual tour of a Byzantine Orthodox Church: <http://www.ekatontapyliani.org/>.  Then, go to the following websites and explore the virtual tour of St. Peter’s Basilica: <http://www.sacred-destinations.com/italy/rome-st-peters-basilica.htm> and <http://www.saintpetersbasilica.org/Docs/SPB-VirtualTour5.htm>.  Write a 250-300 word compare/contrast essay on the architectural characteristics and iconography inside and outside the Byzantine and Roman Catholic churches.  Focus Question: How do the contrasting physical characteristics of these two places reflect differences in worship and beliefs between the Orthodox and Roman Catholic faiths?

**Week Eight (Period #3)**

**Required readings**: Stearns, Chapter 10 (and review the AP Test Prep at the end of the chapter).

**Topics:** Early and High Middle Ages

**Due this week**: Read “The Life of Charlemagne” and complete the associated reading comprehension questions. Read the following document packets and CHOOSE 3 DOCUMENT PACKETS to complete all associated questions located inside each one: 1) “Feudalism” 2) “Medieval Feudal Society,” 3) “Medieval Church” 4) “Manorialism” (no questions for this one), 5) “Medieval Trade and Towns,” 6)”Medieval Philosophy,” 7) “Royal Challenges to Papal Power.” 8) Read “William I” and complete the questions. We will participate in Socratic Seminar on Feudalism during class.

**Week Nine (Period #3)**

**Required readings**: Stearns, Chapters 6 and 10 (and review the AP Test Prep at the end of the chapters).

**Topics:** Crusades, Islam and Crisis to the 14th C.

**Due this week**: 1) Read “Pope Urban Calls for a Crusade,” “Islam and the West,” “The Crusaders Capture Jerusalem, 1099.” 2) Read “Muslim Conquests in Europe” (pages 6-9 of the Bill of Rights in Action) and answer questions for “Discussion and Writing.” 3) Read “Analyzing Primary Sources—The European Crusades” and answer all associated questions located inside. 4) Read “Richard the Lionheart Massacres the Saracens, 1191” and “Evaluate the Career and Policies of Saladin” and complete the assignment as described. 5) Read “The Magna Carta” and answer the associated comprehension questions. 6) Read “Causes of the Black Death” and complete the questions and activities.

**Week Ten (Period #3)**

**Required readings:** Stearns, Chapters 12-14 (and review the AP Test Prep at the end of the chapters).

**Topics**: The feudal era in China and Japan.

**Due this week**: Download “Feudal China and Japan” folder. 1) For Feudal China, complete the Marco polo reading and crossword and the Mongols reading and “Flow Chart.” Just look over “Mongol Primary sources & questions” and we will discuss these in class. 2) For the “Chinese Dynasties Project,” complete the graphic organizer portion for one dynasty of your choice and prepare a digital poster, as directed. 3) For Feudal Japan, complete all reading comprehension assignments and graphic organizers.

**Week Eleven (Period #3)**

**Required readings**: Stearns, Chapter 8 (and review the AP Test Prep at the end of the chapter).

**Topics:** Traditional Africa

**Due this week**: Download the “Traditional Africa” folder. 1) Complete the geography and reading assignments. We MAY complete much of the “On a Safari to an African Kingdom” Internet project in class but be prepared to complete it for homework!

**Week Twelve (Period #3)**

**Required readings:** Stearns, Chapter 11 (and review the AP Test Prep at the end of the chapter).

**Topics:** Pre-Columbian Latin American Civilizations

**Due this week:** Download the “Pre-Columbian Latin America” folder and complete the assignments. You will need Internet access to complete the Web Quest for “Document-Based Activities on Pre-Columbian American Empires: The Maya, Aztec, and Inca” (start with the questions on p. 3 and finish on p. 6).

**Week Thirteen (Period #3)**

**Required readings:** Stearns, Chapter 3 (and review the AP Test Prep at the end of the chapter).

**Topics:** Feudal India and AP World Practice exam.

**Due this week:** Download the Feudal India folder. Read “Asoka, King of Behar: The Rock Edicts, c. 257 BCE” and complete the questions. Complete the “Plus-Minus” chart on Mughal rulers. Complete ALL 5 “Feudal India Internet Lessons & Assignments” in order as directed (but not the extension activities unless I instruct you to do so), using the websitehttp://www.pbs.org/thestoryofindia/teachers/lessons/4/. While we will complete some of these lessons in class, you will be expected to work independently as well. Read Linda Schaffer's article "Southernization" and think (no need to write out) about the attached questions.  We will host a Socratic Seminar on the article.

**Week Fourteen (Period #4)**

**Required readings:** Stearns Chapter 17(and review the AP Test Prep at the end of the chapter).

**Topics:** Cultural and Intellectual Developments**--**The Renaissance

**Due this week:** Download the” Renaissance” folder. Complete all readings and assignments. We will MAY complete the Renaissance Final PowerPoint Project in groups of two (I will let you know).

**Week Fifteen (Period #4)**

**Required readings:** Stearns Chapter 16, 19, 20 (and review the AP Test Prep at the end of the chapters).

**Topics:** Changes in trade, technology, and global interactions; e.g., the Columbian Exchange, the impact of guns, changes in ship building, and navigational devices, slavery in Latin America and Africa

**Due this week**: Download the folder “Exploration, Discovery & Slavery.”

1) Read “Discovers and Explorers” and complete this puzzle; Read Zinn’s “Columbus, Indians, and Human Progress” and complete the questions by Wednesday’s class because we will host a Socratic Seminar on Zinn’s arguments. Read “Miguel Barnet – Esteban Montejo (Cuba, 1966) From: *The Biography of a Runaway Slave****”*** BUT DO NOT complete “Life as a Slave” activity; Read the “Exploration and Discovery” document packet and complete the ***350-word prompt***: How did European-Native American contact forever change the economic, political and religious lives and activities of the natives and the Europeans? Use evidence from the readings;

2) For African slavery, complete all reading assignments and questions on your own. You will probably need to complete the Google Earth Assignment on the Slave Trade at home as well unless we have some time during class.

**Week Sixteen (Period #4)**

**Required readings:** Stearns Chapter 21(and review the AP Test Prep at the end of the chapter).

**Topics:** Ottoman Empire and foreign relations

**Due this week**: Download the “Ottoman Empire” folder and complete the activities, readings, questions and graphic organizers. For “The Ottomans: 2 – the Reign of Suleiman” complete “Discussion Points” only. Note: The Ottoman and Saffavid article is meant to help you complete the Ottoman and Saffavid graphic organizers.

**Week Seventeen (Period #4)**

**Required readings**: Stearns Chapter 17(and review the AP Test Prep at the end of the chapter).

**Topics:** The Protestant Reformation and Scientific Revolution

**Due this week**: Download the “Reformation & Science” folder.

1. Read “The Reformation Summary Sheet” and “Catholic or Counter Reformation? Overview.” Read and complete “Theological Debate in the Reformation”; Read and complete the worksheet “Martin Luther the Rebel” (Skip Question #7 on p.4); Read Reformation Document Packet #2 and complete the questions.
2. Read Scientific Revolution Packets #’s 1-3 and complete the following ***350-word prompt****: U*sing detail from the reading: How did the Scientific Revolution challenge the Catholic Church and traditional thinking of the Middle Ages?

**Week Eighteen (Period #4)**

**Required readings**: Stearns Chapter 17(and review the AP Test Prep at the end of the chapter).

**Topics:** Absolutism and Limited Government

**Due this week:** Download the “Absolutism & Limited Government” folder.

1. Read and complete European Absolutism Document Packet #1 and questions; Read “Tudor Monarchs” summary sheet and complete “Tudor Monarchs Crossword.”
2. Read “Limits on Absolutism: “The Development of the British Parliamentary System” and “Charles’ Mistakes—Civil War Trigger Events” and complete Curriculum Level 5 questions; Read “Why did Parliament win the English Civil War?” and complete Curriculum Level 5 questions; complete “Oliver Cromwell, Lord Protector of England, Hero or Villain?” worksheet and “The English Civil War, Restoration, and Glorious Revolution Graphic Organizer.”

**Week Nineteen (Period #4)**

**Required readings**: Stearns Chapters 17 and 18 (and review the AP Test Prep at the end of the chapters).

**Topics**: The Enlightenment & “Enlightened” Monarchs of Russia & Eastern Europe and AP World Practice Exam

**Due this week**: Download the folder “Enlightenment & Monarchs”

1. Read “Hobbes, Locke, Montesquieu and Rousseau on Government” and complete “For Discussion and Writing” questions #1-3. We will also host a Socratic Seminar on these thinkers; Read and complete questions for Enlightenment packet #1; Complete “Enlightened Arguments” graphic organizer; Complete “America: Influenced by the Enlightenment” graphic organizer.
2. Read Enlightenment Document Packet #3 (on “Enlightened” monarchs in central Europe and Russia) and answer the following ***350-word prompt***: How did these absolute monarchs try to legitimize their rule using Enlightenment ideas? Is an “Enlightened Monarch” even possible?; Read “Age of Absolutism: Peter the Great Deals with a Rebellion” and “Peter the Great’s Reforms” and answer the accompanying questions.

**Week Twenty (Period #5)**

**Required readings:** Stearns Chapter 23(and review the AP Test Prep at the end of the chapter).

**Topics:** French Revolution and Napoleon—Causes, Phases of the Revolution and Napoleon.

**Due this week:** Read “The Beginning of the French Revolution, 1789” from Eyewitnesstohistory.com; Battle of Waterloo, 1815 from Eyewitnesstohistory.com. Here are the assignments, organized by subtopics:

***Causes***: Complete the causes of the French Revolution worksheets #’s 1-2 (Do not complete the Extension Tasks);

***Early Republic Phase***: Read “The Declaration of Rights of Man,” “The Declaration of the Rights of Women,” and “The French Revolution Begins” and complete the questions (Do not complete the 2-page Bonus Question); Examine the materials on the Trial and Execution Louis XVI (Do not complete any of the questions or activities b/c we will debate the verdict in class!);

***Reign of Terror, Robespierre and Committee of Public Safety***: Read and complete “The Reign of Terror” worksheet ; Examine “The Terror: The Revolution Eats its Children” worksheet (Do not complete any of these questions or activities because we will complete these in class).

***Napoleon***: Read and complete “The Rise of Napoleon” worksheet (But do not complete the “Timeline” task on the first page); Read and complete “Changes Under Napoleon” worksheet; Read Napoleon Document Packet #1 and answer this ***250-word prompt***: Did Napoleon betray the ideals of the Revolution OR should he be considered part of the Revolution?

**Week Twenty-One (Period #5)**

**Required readings:** Stearns Chapter 25(and review the AP Test Prep at the end of the chapter).

**Topics:** Latin American Independence Movements

**Due this week:** Download the folder “Latin American Independence.” Complete all readings and assignments. For the “Caribbean Snapshot” worksheet, list important historical information and label vital geographic locations for the Revolutions in Haiti and Mexico. For the “South America Snapshot” worksheet, list important historical information and label vital geographic locations for the Revolutions in Latin America. Yes, you will need to roleplay one of the leaders of the independence movements in an imaginary news conference by the end of the week! No need to produce a poster as the assignment states, but a brief PowerPoint will be required.

**Week Twenty-Two (Period #5)**

**Required readings**: Stearns Chapters 23, 24, 26 and 27 (and review the AP Test Prep at the end of the chapters).

**Topics**: The Industrial Revolution

**Due this week:** Download the “Industrial Revolution” folder. Study the “Coal Industry” sheet; Read “What were conditions like for children…” and complete the required questions and activities; Read “Document Packet: Industrial Revolution” and, using the “bill template” as your guide, write an bill to the British Parliament, reporting your findings on the way children and workers are treated in the factory and the kinds of laws which must be passed to end the abuse (250-300 words); Read “City Life during the mid-1800’s” and complete the related questions and activities; Read “Impact of the Railways” and complete the related questions and activities (DO NOT do 500-word extended writing piece).

**Week Twenty-Three (Period #5)**

**Required readings**: Stearns Chapters 23, 24, 26 and 27 (and review the AP Test Prep at the end of the chapters).

**Note**: I focus heavily on Karl Marx in this unit by analyzing his work as a reaction against industrialization and capitalism. You will notice that Marx is discussed in several chapters throughout the textbook, so if you need more information about him, look him up in the index!

**Topics**: “Mass” Society and Social Theory

**Due this week**: Download the “Mass Society” folder. Read “Population, Population, Population: How did it grow?” and complete the related questions and activities. Read the selections from Proudhon and Marx/Engel. Then, write a 5-paragraph compare/contrast essay, focusing on Marx’s communism vs. Proudhon’s anarchism. Hint: Both writers opposed the capitalistic system, but they proposed radically different ideas. Your paper should feature several quotes from the texts, along with your own interpretations. In order to receive a top grade, your paper should feature much critical analysis, rather than simply summary. You are allowed to criticize or support the authors’ ideas in your thesis statement, but avoid using the personal “I” in your paper. This paper should be typed (12-point, New Times Roman) proofread and spellchecked. We will host a Socratic Seminar on Proudhon and Marx on Thursday!

**Additional Note**: If you have questions about how to effectively write a 5-paragraph essay, see me.

REVISION: Due to the assigned 5-paragraph essay, you will not be required to take an AP quiz this week.

**Week Twenty-Four (Period #5)**

**Required readings**: Stearns Chapters 23, 24, 26 and 27 (and review the AP Test Prep at the end of the chapters).

**Topics**: The rise of nationalism, nation-states and movements of political reform, with a focus on Italy and Germany.

**Due this week**: Download the “Nationalism” folder. Study the outline on unification (since this is a tough subject to understand!) Read "Documents on Italian Unification, 1846-1861" and "Garibaldi Encourages His Soldiers." Read and complete: "Analyzing Documents on German Unification, 1848-1871; Read “German Unification document packet” and complete the accompanying questions; Read “Italian Unification document packet” and complete the accompanying questions.

**Week Twenty-Five (Period #5)**

**Required readings**: Stearns Chapters 23, 24, 26 and 27 (and review the AP Test Prep at the end of the chapters).  
  
**Topics**: “New Colonialism” and Imperialism and AP World Practice Exam  
  
**Due this week**: Download the “Imperialism” folder. The following assignments are organized by subtopics:  
  
***1) Complete "Maps of Imperialism" assignments  
  
2) The British in India***: Read “Pros and Cons of British Rule” and “British Rule and Indian Nationalism” document packet. Then, using details and quotes from the readings, write ONE newspaper-style editorial, 250-300 words in length about EITHER: ***Option #1***: Argue for the benefits of British rule in India as well as why the British should remain. **OR**…***Option #2***: Argue against British rule in India as well as why the British should leave. We will host a Socratic Seminar on these readings.  
  
***3) European rule in Africa(“New Imperialism”):*** Read the excerpt from Joseph Conrad’s “Heart of Darkness”  and answer the following question in 250-300 words: Is Conrad’s “Heart of Darkness” a literary classic and a powerful indictment about the evils of imperialism or a highly racist account of white-African relations?    
  
***4) Western economic imperialism in Asia***: Read “Kaiser William II and German Interests in China” and “Support the Dynasty, Destroy the Foreigners: The Boxer Uprising in China” (pages 10-13) and choose ONE of the following options: Option #1: Answer “For Discussion and Writing” questions. **Or**… Option #2: Draw a political cartoon with an accompanying caption, criticizing or making fun of Western influence in China.

**Week Twenty-Six (Period #6)**

**Required readings**: Stearns Chapter 28 (and review the AP Test Prep at the end of the chapter).

**Topics**: The Great War—Causes, conditions on the field, and consequences.

**Due this week**: Here are the assignments, organized by subtopics:

***Causes***: Read through “Study Guide: The Causes and Consequences of the First World War” (Don’t do the recommended essays) and “Document Packet: Who was responsible for starting WWI?” Also look over the “Who was responsible for World War I” graphic organizer BEFORE coming to class. On Monday, you will meet in small groups to share and record your ideas and then we will hold a class debate on the causes of WWI, as the assignment suggests. You MUST come prepared to participate!

***Conditions on the battlefield***: Read “First World War Weapons” and complete the accompanying crossword puzzle. Focus on Somme, the most important WWI battle featuring trench warfare, by completing all of the following: Read “A Death at the Battle of Somme;” “Trench Warfare in WWI.” Complete the worksheet “Living through the War: The Battle of Somme.” Choose one of the following options: Option #1: Complete “The Daily Tribune: The Battle of Somme,” which requires you to create the front page of a newspaper, featuring articles and one illustration of the war. Your articles should be summative and analytical and full of historical detail. Please draw your own representations of the Battle; your drawing can take the form of a political cartoon, if you wish. **OR...** Option #2: Acting as a soldier in the Battle of Somme, write a 1-page letter back to your family at home. For this activity, make sure you fulfill all requirements as described in "A Letter from the Trenches" worksheet.

***Versailles/Consequences***: Read “Document Packet: The Controversial Peace of 1919” and complete “The Treaty of Versailles” graphic organizer. Also, complete “President Wilson’s 14 Points” graphic organizer. On Wednesday, we will hold a debate in class over the Versailles Peace Treaty, so look over the “Versailles Debate Table.” The debate table will be filled out during class.

**Week Twenty-Seven (Period #6)**

**Required readings**: Stearns Chapter 29 (and review the AP Test Prep at the end of the chapter).

**Topics**: The Interwar Years: A Precarious Peace, Depression, New Politics and the Rise of Dictators. **Major Focus**: The changing conditions of the U.S. economy during the 1920’s and 1930’s vs. the turbulent economic and political atmosphere in Germany, bringing about the rise of Adolf Hitler.

**Due this week**: Read and study “The Wall Street Crash” chart and complete the accompanying “Discussion” questions; Read and complete “The Causes and Consequences of the Wall Street Crash.” Read “How did Hitler come to power in 1933?” Complete the following: “Communism and Fascism: What are the similarities and differences?” graphic organizer.” Read “Why did the Nazis come to power?” and “Nazi Propaganda and its Applications” document packets BUT DO NOT complete the questions “Nazi Rise to Power, Propaganda, and Jews.” Read and complete the questions for “Life in Nazi Germany 1933-39: Workers and Work;” “The Hitler State;” “Nazism and Racism.”

**Week Twenty-Eight (Period #6)**

**Required readings**: Stearns Chapter 30 (and review the AP Test Prep at the end of the chapter).

**Topics**: World War II and the Holocaust

**Note**: This is a big topic with a lot of depth. Therefore, I will focus on major themes, such as causes and consequences, political ideologies and controversial decisions. Since this is a Western Civ. course, I will primarily focus on the War in the Western Theater, rather than the Pacific War.

**Due this week**: Note:--Assignments are organized by subtopics:

***Causes****:* Read “Main Causes of World War II” and complete the accompanying crossword puzzle. Read and complete “Appeasement” worksheet.

***Early Years of WWII:*** Read the following from Eyewitnesstohistory.com: “The Nazi Occupation of Poland 1939-1940, “France Surrenders, 1940”, “Hitler Tours Paris, 1940,” “The Battle of Britain,” and “The London Blitz.” Acting as an eyewitness news reporter for the London Times, use historical details from these sources to explain why the war is going badly for the Allies in a minimum of 150 words.

***Later Years of WWII/Holocaust:*** Read the following from Eyewitnesstohistory.com: “The Invasion of Normandy,” “The Liberation of Paris,” “The Battle of Berlin,” and “London Celebrates V-E Day.” Acting as an eyewitness news reporter for the London Times, use historical details from these sources to explain why the Allies won the war in a minimum of 150 words. Read “Inside a Nazi Death Camp” and “The Sentencing and Execution of Nazi Criminals.” In at least 150 words, defend or oppose the decision to sentence and execute these criminals.

***The A-Bomb, End of WWII, Consequences***: Read “The Bombing of Hiroshima” from eyewitnesstohistory.com; Read and complete “The Decision to Drop the Bomb” and “The Atomic Bomb--Hiroshima and Nagasaki” (We will hold a mini in-class debate on this decision on Wednesday). Complete “Yalta and Potsdam” graphic organizer. Complete the “United Nations” worksheet.

**Week Twenty-Nine (Period #6)**

**Required readings:** Stearns Chapters 30 and 33 (and review the AP Test Prep at the end of the chapters).

**Topics**: End of European imperialism and decolonization: Independence in Post-WWII India, Pakistan, Africa and the Middle East

Note: We will have many assignment and discussion choices this week; if you get confused, bring it up to the class, so we can all reach a consensus on which assignments to tackle!

**Assignments:** 1) Read the Gandhi biography (do not complete any of the suggested activities) and “The Assassination of Gandhi” from eyewitnesstohistory.com. 2) We will host a Socratic Seminar on “Documents on Gandhi” (Yes, you must also complete the accompanying question!) 3) We will complete “India V. Pakistan Debate” **OR** “India V. Pakistan Nuke Assignment” (We’ll vote on which one to conduct in class). 4) Read “Nobel Award Ceremony Speech (Mandela) –12/10/93” and complete Nelson Mandela webquest. 5) We will complete “Activity: Should Jewish Holocaust Survivors Have Relocated to Israel?” in class, time permitting.

**Week Thirty (Period #6)**

**Required readings**: Stearns Chapter 31 (and review the AP Test Prep at the end of the chapter).

**Topics**: The Cold War and the New West.

**Note:** The Cold War is another large topic, spanning over six decades in many different parts of the world. However, this week, I will concentrate on events in Germany, Eastern Europe and Cuba.

**Due this week**: This unit on the Cold war is divided into the following periods:

1. Early Cold War and Containment--Complete “Roots of the Cold War: Ideological Differences” worksheet; Read and complete “Winston Churchill’s Iron Curtain Speech;” Read and complete “Why did Stalin take over Eastern Europe;” Read “George C. Marshall: The Marshall Plan” speech and complete “The Marshall Plan” cartoon worksheet; Complete “The Cold War moves into Western Berlin: The Berlin Airlift, 1948-1949” worksheet
2. The Berlin Wall--Read the following primary sources about the Berlin Wall and the Cold War: 1) “The Russians Discover a Spy Tunnel,” 2)“I am a Berliner,” 3) “Tear down this Wall!” and 4)“A World that Stands as One.” Choosing ONE of the four readings, create ONE political cartoon, expressing a funny critique of the reading you chose, from either a Communist or Western Democratic perspective.
3. Cuban Missile Crisis—Complete the “Missiles of October” assignment
4. Late Cold War and effects--Finally, complete the “Arms Race and Helsinki Accords” worksheet as well as “Emerging Democracies in Eastern Europe and Russia” questions for “Discussion and Writing.”

**Week Thirty-One (Period #6)**

**Required readings:** Stearns Chapter 34 (and review the AP Test Prep at the end of the chapter).

**Topics:** Modern Communist China and its relationship to the World, including aspects of the Korean and Vietnam wars.

**Due this week:** Download the folder “Modern China & Other Communist Conflicts.” Complete the readings and activities on modern China and the Korean War. For the Viet Nam War, review the U.S. in Viet Nam notes, read “Different Visions for Viet Nam” on pages 6-9 and complete the questions on page 9, as well as “Why U.S. lost Vietnam” worksheet.

**Week Thirty-Two (Period #6)**

**Required readings**: Stearns Chapters 35 and 36 (and review the AP Test Prep at the end of the chapters).

**Due this week**: PowerPoint Project/Film documentary on a global issue or conflict, plus a practice AP World History Exam! **Note**: I will move entirely away from lecture this week. You will be on stage, requiring 100% research, preparation and participation (the majority of your final grade depends on this)! Please note that the suggested topics focus on modern world conflicts and issues, often covered on the AP exam. THUS, YOU WILL BE RESPONSIBLE FOR TEACHING YOUR CLASSMATES IMPORTANT CONTENT!

**Topics for PowerPoint Project or Film Documentary:**

1. The history of conflict in Palestine/Israel--Is anyone to blame and can a solution be reached?
2. The collapse of the Soviet Union—What was the impact on the eastern European countries, such as Germany and Poland?
3. Globalization, world energy use and crisis—What alternative sources of energy should the world research, develop and use?
4. Global terrorism and the wars in Iraq and Afghanistan—How are terrorism and these wars linked and how should the United Nations and the world respond?
5. Nuclear development and dictatorships in North Korea and Iran—How should the West and the world respond?
6. The history of genocide, 1945-present (Note: Do not focus on the Holocaust). Has the United Nations and the world effectively acted against such violations of human rights? You should especially focus on “ethnic cleansing” in Bosnia and Rwanda.
7. Modern Latin American dictators, such as Hugo Chavez of Venezuela. Should the United Nations and the world respond with economic sanctions or something more?
8. The issue of guest workers and immigrants in Europe—What rights do they deserve and should their services and numbers be limited in countries with strained economies?
9. The digital age—What is the Digital Age, and what are its products, results and dangers?
10. India Vs. Pakistan since 1947—What are some solutions to terrorism or the nuclear standoff?
11. “The Arab Spring” of 2011 – Impact on the Middle East and the rest of the word?
12. Other topic(s)? Please see me, with a proposed thesis statement and your preliminary research.

**Project Requirements:**

**PowerPoint: Twelve-fifteen (12-15) slides with an introduction and thesis statement, body, conclusion and a bibliographic list of sources. Your thesis statement should address the central question that I provided for your topic, and you should use a wealth of evidence to back up your arguments. Yes, a PowerPoint presentation is a lot like a well-organized research paper, except that it also involves the creative use of visuals, subtitles and probing questions to get us to think! Your bibliography must contain at least five credible sources. Please see me with questions.**

**Video Documentary: Basically, the same requirements as listed above, with a movie length of 5-10 minutes. Your documentary must take a clear position on the issue and use reliable sources and images to back up your argument. Please see me with questions.**

**NOTE: For 2-3 weeks prior to the FINAL World History exam in May, I will require you to form study groups and to create PowerPoint Jeopardy review games or other study activities on the content from Units 1-6. We will also engage in some final skill-based activities, focusing on thesis development, essay writing, use of higher orders of critical thinking, and effective test-taking strategies. A week before the final exam, you will be required to complete a few practice World History Change Over Time essays, Compare/Contrast essays, or DBQ questions. Please scroll to the end of EACH UNIT on my website and download the study materials and helpful essay tips. ALSO DOWNLOAD THE COMPREHENSIVE EXAM REVIEW AT THE BOTTOM OF THE WEBPAGE. Following the actual final exam, you will be given several projects on issues in the Contemporary World up until the last day of school.**