

Course Syllabus For Advanced Placement World History A/B

COURSE MATERIALS:

➤ Primary Text:

- Bentley, Jerry and Herbert Ziegler. *Traditions and Encounters: A Global Perspective on the Past*. New York: McGraw-Hill. 3rd ed., 2006.

➤ Supplemental Texts:

- Andrea, Alfred J., and James H. Overfield. *The Human Record: Sources of Global History*. Vols. 1 & 2. Boston: Houghton Mifflin. Volumes 1 & 2, 2001.
- Reilly, Kevin. *Worlds of History: A Comparative Reader*. Vols. 1 & 2. New York: Bedford/St. Martin's, 2000.
- Stearns, Peter, Stephen S. Gosch, and Erwin P. Grieshaber. *Documents in World History*. Vols. 1 & 2. New York: Longman, 1998.
- Wiesner, Merry E., William Bruce Wheeler, Franklin M. Doeringer, and Melvin E. Page. *Discovering the Global Past: A Look at the Evidence*. Vols. 1 & 2. Boston: Houghton Mifflin, 1997.
- Reading assignments from above texts and a variety of other primary and secondary sources will be used during the course at the instructor's discretion. You will be provided ample notification during class, through our classroom website, or Thinkwave.

- 100-page spiral notebook (used for History only!)
- Black or blue pen and pencil
- Colored highlighters or pencils, ruler
- 1 glue stick

COURSE DESCRIPTION:

This course is a social science course intended to prepare students to pass the Advanced Placement examination in World History. Dealing with the time period 8000 B.C.E. to present, the course focuses on the impact of interactions among major societies, the relationship of change and continuity across the world during these time periods, the impact of technology and demography on people and environment, systems of social structure and gender structure, cultural and intellectual developments and interactions among and within societies, and changes in functions and structures of states and in attitudes toward states and political identities including the emergence of the nation-state.

GRADING POLICIES:

Grades are assigned with the traditional grade scales as commonly accepted. For example, 90-100% = A, 80-89% = B, etc. Homework assignments, in-class assignments, projects, quizzes, exams, attendance, and class participation will be the basis for the final grade.

Grades are established on the following basis:

Tests and Quizzes	30%
Papers	35%
Projects and Presentations	5%
Homework	10%
Finals	10%
Class work	10%

CHEATING POLICY:

Any type of cheating or academic dishonesty during the course of this class is unacceptable. The accepted definition of academic dishonesty can be found at <http://www.northwestern.edu/uacc/defines.html> to include:

“Obtaining an Unfair Advantage”: (a) stealing, reproducing, circulating or otherwise gaining access to examination materials prior to the time authorized by the instructor; (b) stealing, destroying, defacing or concealing library materials with the purpose of depriving others of their use; (c) unauthorized collaborating on an academic assignment (d) retaining, possessing, using or circulating previously given examination materials, where those materials clearly indicate that they are to be returned to the instructor at the conclusion of the examination; (e) intentionally obstructing or interfering with another student's academic work, or (f) otherwise undertaking activity with the purpose of creating or obtaining an unfair academic advantage over other students' academic work.

A first occurrence will cause the student to receive a double zero for that particular assignment. A second occurrence will result in a referral to an Assistant Principal for further disciplinary action to include removal from the class.

SPECIAL REQUIREMENTS:

This class will require that each student be responsible for keeping their interactive notebook up to date, complete reading in accordance with the assignments, turn in all assignments on time, participate in class by contributing to discussions and asking questions for clarification.

HOMEWORK ASSIGNMENTS WILL BE UPDATED ON OUR WEBSITE ON A DAILY BASIS.

CLASSROOM GUIDELINES/RULES:

- Respect the ideas and feelings of others, me, yourself, and school property. To display RESPECT is to show you care for or show consideration for a person or thing.
- Come to class on time and be prepared with all the required materials. Listen attentively and follow the teacher's directions the first time. Begin working immediately upon entering class.
- Do not disrupt the learning process by: talking, eating, playing, fighting, putting on make-up, using electronic devices, etc. All electronic devices (cell phones, mp3 players, etc.) used in class disrupt the learning process and the offending device will be confiscated. After the first offense it will be turned into the office and a parent may pick it up at the end of the school day. After the second offense, the student will not get it back until the end of the semester.
- Late assignments are not accepted. If you are absent, assignments and make-ups are due when you return. Major assignments (100 points or more) will be accepted late with points deducted (10% per day late). The lowest exam grade and the lowest paper grade will be dropped each semester for each student to allow for a missed class.

SCHOOL RULES:

Attendance/Tardy Policy - see Student Parent Handbook.

Major Discipline - see Student Parent handbook.

AP RELATED ISSUES

- Students taking this class as sophomores may be able to receive college credits for passing the test; however, as with all AP courses, each individual college and university makes the determination whether or not to accept the passing test score in lieu of college coursework.
- Colleges and universities do look carefully at transcripts. AP coursework and attempting to pass the test rank very high in admissions consideration at impacted and competitive institutions and programs.

- AP course grades are weighted to reflect a greater level of achievement in terms of GPA and rigor in coursework.
- AP World History course content will not exceed 30% European history, but rather should reflect a global perspective of history.
- Writing assignments will be numerous. Critical thinking and the ability to make connections, interpretations and analysis of primary documents will be expected.
- Religions and religious documents reflect the culture and historical perspective of the people and events that formed history. Many religions, cultures and values will be explored. No particular religious or cultural view will be favored over any other; however, the course will consider how different aspects of culture, including religion, affected and shaped history.
- This AP World History course is built upon the six AP World History Themes as stated by the College Board. The following themes are imbedded throughout the course of study and are constantly referred to so that we can understand global history through a framework of interaction:
 1. The relationship of change and continuity from 8,000 BCE to the present.
 2. Impact of interaction among and within major societies.
 3. Impact of technology, economics, and demography on people and the environment.
 4. Systems of social structure and gender structure.
 5. Cultural, religious, and intellectual developments.
 6. Changes in functions and structures of states and in attitudes toward states and political identities, including the emergence of the nation-state.

Introduction to Advanced Placement World History

Instructor's Name: Mr. Curtis Greeley

Phone Number: 937-2051 ext. 2604

E-mail address: cgreeley@smjuhsd.org

Website: <http://www.smjuhsd.k12.ca.us/~cgreeley/>

COURSE INFORMATION:

The decision you have made to tackle one of the most challenging and rewarding classes on campus will prove to be one of the most meaningful in your academic career. This college-level class entails the study of 3,500 years history in 28 weeks, and it will demand more attention and time than any other class you have ever previously encountered. Rather than dwell on specific detail, the history we investigate together will reveal patterns of interaction, integration, and how our global community came to exist in its present form.

Developing critical thought and analysis skills are the core objectives of this course. At its successful completion, you will learn new appreciation for your world, a global perspective, and academic tools that will help you succeed at every level of your educational career. Please focus on deeply learning this material, as you will need it at the end of the year for your AP exam. To provide a foundation for our learning and to lighten our workload in the fall, we have a summer homework assignment detailed later in this handout. To compensate you for your hard work this summer, we will tackle your summer homework for AP U.S. History at the end of our year.

This course is a history course intended to prepare students to pass the Advanced Placement exam in World History. Dealing primarily with the time period 600 C.E. to present, the course focuses on the exchanges among major societies through history; the relationship of change and continuity across the world; the impact of technology and demography on people and environment; systems of social and gender structure; cultural and intellectual developments among and within societies; changes in functions and structures of states; and in attitudes toward states and political identities including the emergence of the nation state.

SUMMER READING ASSIGNMENTS

You must checkout a copy of **Traditions and Encounters**, the AP World History textbook, from the library. These will be available to you for checkout during the first week of summer. In this textbook, you are to read chapters two through six according to the provided textbook reading guidelines. You will construct chapter maps (illustrated outlines) relating that information graphically for each chapter and complete a Comparative Snapshot comparing the information from you current chapter to a previous one. An example of a chapter map is posted on our class website. You will attend a Spring meeting for more information regarding how to accomplish this task and you may contact Mr. Greeley during the summer if necessary. There is also a message board available on our website for students to assist one another during the summer.

Please understand that this is not busy work; the purpose is to create a “jumping off” point for our discussions and historical inquiry. Your understanding of this material is critical and we will not cover this material in class, so it is very important that you complete the reading and associated assignments prior to our return to school in the fall. Your notes and chapter maps are due August 22, 2008. There will be an objective exam as well as an in-class essay to assess your learning from the summer homework during the first week of school.

CURRENT EVENTS (150 Points - Extra Credit)

Many students today are unfamiliar with their world geographically and which nation-states are players in today's current events. To bridge this gap, you must read articles concerning world news in the **Los Angeles Times**, **Washington Post** or **London Times** (which are *freely available* online) a minimum of three days a week for four weeks of the summer. Be sure to focus on the **INTERNATIONAL NEWS** found on the front page, page two and the World News sections. You will watch **Sixty Minutes** on CBS shown Sunday nights and I highly encourage you to watch **Face the Nation** Sunday mornings on CBS. You will be provided a form to use to record source information, the title of the story that was most interesting to you that day, and a short reaction to it. These are called media evaluations and will be turned in as a Media Evaluation Portfolio according to the on-line guidelines. This portfolio will provide us with a connection that will help us to understand events in world history and how they have influenced our world today.

AP RELATED ISSUES

- Although the College Board has approved this course and will administer an Advanced Placement Examination at the conclusion of the year, individual colleges and universities have not yet deemed the test to be equivalent to college credit, as the test is still fairly new. Students taking this class as sophomores may be able to receive college credits for passing the test; however, as with all AP courses, each individual college and university makes the determination whether or not to accept the passing test score in lieu of college coursework.
- Colleges and universities do look carefully at transcripts. AP coursework and attempting to pass the test rank very high in admissions consideration at impacted and competitive institutions and programs.
- AP course grades are weighted to reflect a greater level of achievement in terms of GPA and rigor in coursework.
- AP World History course content should not exceed 30% European history, but rather should reflect a global perspective of history.
- Writing assignments will be numerous. Critical thinking and the ability to make connections, interpretations and analysis of primary documents will be expected.
- Religions and religious documents reflect the culture and historical perspective of the people and events that formed history. Many religions, cultures and values will be explored. No particular religious or cultural view will be favored over any other; however, the course will consider how different aspects of culture, including religion, affected and shaped history.

Please Sign and Return this slip to Mr. Greeley to ensure placement in A.P. World History

We have read Mr. Greeley's information for the 2008-2009 AP World History course and are committed to support the requirements and the completion of the assignments in full.

Student Signature _____ Date _____

Print Name _____

9th grade English teacher's Name: _____

Parent Signature _____ Date _____

Advanced Placement World History

Course Description

After a concentrated study of the foundations of world history, AP World History focuses primarily on the past thousand years of world history. The course offers a balanced coverage of Africa, Asia, Europe, and the Americas. There are six over-arching themes that receive approximately equal coverage:

1. Impact of interaction among major societies (trade, systems of international exchange, war, and diplomacy);
2. The relationship of change and continuity across world history periods covered in the course;
3. Impact of technology and demography on people and the environment (population growth and decline, disease, manufacturing, migrations, agriculture, weaponry);
4. Systems of social structure and gender structure (comparing major features within and among societies and assessing change);
5. Cultural and intellectual developments and interactions among and within societies;
6. Changes in functions and structures of states and in attitudes toward states and political identities (political culture), including the emergence of the nation-state (types of political organization).

The focus is on thematic development, rather than strict memorization of names, dates, and places. Students should use the framework above as "unifying threads" to help make comparisons over time. Typical questions may include, "Select four turning points in history since 1000 C.E. and explain why you chose them," or "To what extent have civilizations maintained their political distinctiveness of the time period covered in the course?"

Course Requirements

- All students are expected to take the A.P. World History Test at the end of the year.
- There will be some outside reading provided to supplement the textbook to ensure that students have had access to all materials that will be expected on the A.P. Test.
- Not all items on the test are covered in class; students must read and review the textbook regularly.
- Access to a computer with online capability is a tremendous asset.
- There will be occasional special projects.
- Attend class regularly. Due to the pace of the class and the amount of content covered on a daily basis, it is extremely difficult to catch up after an absence.
- Complete every assignment and maintain neat and well-organized notes that do not have materials from other classes mixed in. Save every handout.
- All work must be completed in blue or black ink and on the front only in order to receive credit.
- An honor code is in place at all times. Cheating is defined as giving or receiving assistance on any assignment and will result in a grade of zero for that assignment, an "unsatisfactory" conduct grade for the six weeks.

CONTRACT

By signing the contract, the parent and the student agree that they have made good choices based upon all the information available, and that the student will try his/her best at all times. This class is being created and scheduled especially for **requesting students**. Therefore, it is the student's responsibility to complete the summer work and participate in the class as requested. Once the AP World History Class is created, it is **not** feasible to change to another regular World History Class. Those seats have been filled.

For the benefit of all World History students, student requests for transferring out of AP World History after the master schedule has been created will only be entertained in the event of grave, extenuating circumstances (merit to be judged by the teacher and site administration); said student may transfer out of AP World History at the semester break without the aforementioned process.

Printed name of student

Signature of student

Signature of parent/guardian

Date

Additional information to be completed by the student:

Address (including ZIP) _____

Telephone _____ E-Mail _____

List three of the best books you have ever read (and their authors, if you know them). These do NOT have to be books you have read in school.

1. _____

2. _____

3. _____

Unit I: Foundations		Formation of Civilizations: Foundations, 8,000 B.C.E. – 600 C.E.
WEEK 1		
Reading:		Bentley, Chapter 6 – Early Societies in the Americas and Oceania
Introduction:		Syllabus, Textbooks (with reading techniques), Policies and Procedures, 3 x 5 cards with personal information, Textbook reading guideline
Exercise:		Thomas Sadowski’s Textbook Reading Techniques, Alan Hancock College, Thomas Sadowski, Reading B.A., Niagara University; M.A., University of Wisconsin; TESOL Diploma, University of Technology, Sydney, Australia
Exercise:		Textbook Scavenger Hunt, Teaching Unit A1, The New World History: Introductory Unit, Deborah Smith Johnston
Document:		Yali’s Question, Guns, Germs, & Steel, Diamond, Jared. W.W. Norton & Company (1999), pages 13-32.
Exercise:		Doing World History, Doing World History, adapted from Dr. David Smith—California State Polytechnic University at Pomona
Exercise:		Surveying Time & Place of Early American Civilizations, Teachers Curriculum Institute, Instructional Exercises, Palo Alto, CA (TCI).
Exercise:		Empires and city-states of the Americas, 800 BCE - 500 CE Charting Civilizations of America, World History For Us All, Big Era Three: Landscape Unit 4.6
WEEK 2		
Reading:		Bentley, Chapter 7 – Empires of Persia
Document:		Hammurabi’s Code, The Human Record, Sources of Global History, 4th Edition, Editors: Andrea & Overfield, Houghton Mifflin (2001), pages 12-16.
Document:		Epic of Gilgamesh, The Human Record, pages 7-12.
Exercise:		Discovering How Sumerian City-States Emerged (TCI)
Workshop:		How to write a DBQ & Five-Paragraph Essay
Video:		Legacy, The Origins of Civilization – Egypt
Document:		Zarathrustra, The Human Record, pages 85-88.
Geography:		Physiography of Egypt and Near East (TCI- 2 days)
Exercise:		Doing World History
Exercise:		River Valleys and the Development of Complex Societies in Afroeurasia: 4000-1500 BCE, World History For Us All, Big Era Three: Landscape Unit 3.3
Assessment:		Summer Homework objective exam, Chapters 1-5, pages 19-130
WEEK 3		
Reading:		Bentley, Chapter 8 – Unification of China

PowerPoint:		Qin ShiHuangdi
Video:		Legacy, The Origins of Civilization – China
Document:		Sima Qian, The Records of the Grand Historian, The Human Record, pages 103-106 & 147-150
Geography:		Physiography of China (TCI)
Exercise:		Three Philosophies (Confucius, Laozi, and Daoism - TCI)
DBQ & Workshop:		Response to Buddhism, AP World Exam 2004
WEEK 4		
Reading:		Bentley, Chapter 9 – State, Society & Quest for Salvation: India
Writing:		Travel Journal of Gupta India (TCI – 2 days)
Exercise:		Comparing Ancient China and Ancient India
Document:		Bhagavad Gita and Upanishads, The Human Record, pages 70-74 & 67-70
Video:		Legacy, The Origins of Civilization – India
Exercise:		Doing World History
WEEK 5		
Reading:		Bentley, Chapter 10 – Mediterranean Society, Greeks
Experiential:		Greek Democracy (TCI – 2 days)
PowerPoint:		Big Era Four, World History For Us All, Big Era Four
Document:		Plato: Crito, The Human Record, pages 123-127.
Exercise:		Doing World History
Assessment:		Quiz
WEEK 6		
Readings:		Bentley, Chapter 11 - Mediterranean Society, Romans
Essay:		Comparing Han China to Rome (assign all essays the week before)
Writing:		Peer-edit essay
Exercise:		Exploring the Reasons of Rome's Fall (TCI – 2 days)
PowerPoint:		Expansion of Rome
Documents:		Social Inequality – Roman Slavery, World History in Documents, Editor: Stearns, Peter. New York University Press (1998), pages 59-63.
Activity:		Legacies of the Roman Empire (TCI – 2 days)
Assessment:		Quiz

WEEK 7		
Readings:		Bentley, Chapter 12 – Cross-Cultural Exchanges on Silk Roads
Essay:		Silk Roads
Writing:		Peer-edit essay
Exercise:		Categorizing Interregional Trade Connections, AP World History Teaching Unit A4, Trading Patterns in AfroEurasia Before 1000 C.E
Video:		Millennium - Century of the Sword
Exercise:		Doing World History
Assessment:		Quiz
WEEK 8		
Reading:		Bentley, Chapter 13 – Commonwealth of Byzantium
Exercise:		Analyzing Reasons for the Fall of Rome (TCI)
DBQ:		The Fall of Rome
Exercise:		Comparing Justinian Code to CA Penal Code – Response Group (TCI)
Exercise:		Comparing Judaism, Christianity and Islam (TCI)
Document		Comparing Regional Metropolises: Tenochtitlan & Constantinople, Discovering the Global Past: A Look at the Evidence, Editors: Wiesner, Wheeler, Doeringer, Page. Houghton Mifflin (1997), pages 191-223.
Exercise:		Inside – Outside Seminar
Assessment:		Quiz
WEEK 9		
Reading:		Bentley, Chapter 14 – Expansive Realm of Islam
DBQ:		Comparing Christian & Islamic Merchants, AP World History Exam 2001
Exercise:		Comparing 3 Monotheistic Faiths: Judaism, Christianity & Islam (TCI)
Writing:		Peer-edit essay
Exercise:		The Expansion of Islam
Video:		Islam – Empire of Faith
Sup. Reading:		Merchants in Trade, A Muslim View, World History in Documents, pages 151-154.
Workshop:		AP Table Reading Style
Assessment:		Unit 1 exam

Unit II: 600 - 1450		Expanding Zones of Exchange and Encounter
WEEK 10		
Reading:		Bentley, Chapter 15 – Resurgence of Empire of East Asia
PowerPoint:		East Asia
Essay:		C.C.O.T. – Han vs. Song
Writing:		Peer-edit essay
Exercise:		Doing World History
Video:		Millennium – Century of the Axe
Exercise:		Contributions of Imperial China (TCI)
Assessment:		Quiz
WEEK 11		
Reading:		Bentley, Chapter 16 – India and Indian Ocean Basin
Workshop:		P.O.V. – Football PowerPoint
Exercise:		Inside-Outside Socratic Seminar, Southernization, Lynda Schaffer, "Southernization", JWH 5 (1994): 1-21.
Exercise:		Doing World History
Assessment:		Quiz
WEEK 12		
Reading:		Bentley, Chapter 17 – Foundations of Christian Society in W. Europe
Exercise:		Mini-Dramas of Medieval Life (TCI – 2 days)
PowerPoint:		Feudalism & Western Europe
Exercise:		Experiencing European Feudalism (TCI)
Assessment:		Quiz
WEEK 13		
Reading:		Bentley, Chapter 18 – Nomadic Empires in Eurasian Integration
Essay:		Charting C.C.O.T. – From Song to Yuan
Writing:		Peer-edit essay
Exercise:		The Mongol Movement, 1200-1400 C.E., World History For Us All, Big Era Five: Landscape Unit 5.4
Video:		Millennium – Century of the Stirrup (1200-1300)
Exercise:		Doing World History
Assessment:		Quiz

WEEK 14		
Reading:		Bentley, Chapter 19 – States and Societies of Sub-Saharan Africa
PowerPoint:		Sub-Saharan Africa
Exercise:		The Migrations of the Bantus (TCI)
Exercise:		Bananas in Africa, AP World History Best Practices, College Board (2002), pages 9-16.
DBQ:		Africa before the Europeans
Document:		Africa, Ibn Battuta, World History in Documents, pages 182-186.
Assessment:		Quiz
WEEK 15		
Reading:		Bentley, Chapter 20 – W. Europe During High Middle Ages
PowerPoint:		High Middle Ages
Video:		Millennium - Century of the Scythe (1300-1400)
Sup. Reading:		Two Faces of Holy War, Discovering the Global Past, Volume I, pages 223-252.
Exercise:		Inside – Outside Seminar
Review:		DBQ Strategies
Exercise:		Calamities and Recoveries, 1300-1500, World History For Us All, Big Era Five: Landscape Unit 5.5
DBQ:		High Middle Ages
Exercise:		Doing World History
Assessment:		Quiz
WEEK 16		
Reading:		Bentley, Chapters 21, World Apart: Americas and Oceania
Exercise:		Illustrated Journal – Aztec Life (TCI – 2 days)
PowerPoint:		The Americas and Oceania
Documents:		Popol Vuh; Chronicles, The Human Record
Exercise:		Inside – Outside Seminar
Assessment:		Quiz

WEEK 17		
Reading:		Bentley, Chapter 22 – Reaching Out: Cross-Cultural Interactions
Sup. Reading:		Pizarro and Potatoes, What If?
Video:		Millennium - Century of the Sail (1400-1500)
DBQ:		Early Global Trade, Greeley, 2005
Workshop:		AP Style Table Reading
Exercise:		Doing World History
Exercise:		Spheres of Interaction in the Americas: 300-1500 CE, World History For Us All, Big Era Five: Landscape Unit 5.6
Assessment:		Unit 2 Exam
Unit III: 1450-1750		Emergence of the First Global Age
Winter Break Homework		
Reading:		Chapter 23 – Trans-Oceanic Encounters and Global Connections
Exercise:		Creating Illustrated Concept Map
Document:		Battle for Tenochtitlan, General History of the Things of New Spain, De Sahágun, The Human Record, pages 65-70.
Assignment:		New World Newspaper
WEEK 18		
Reading:		Bentley, Chapter 24 – Transformation of Europe
PowerPoint:		The Reformation and Enlightenment
Documents:		Luther’s Views of Christianity & Society pages 4-10, The Human Record.
Present/Debrief:		Old World Newspapers from break
Exercise:		Who’s Driving? The Birth of World Trade – Silver and 1571, AP World History Best Practices, College Board (2002), pages 17-26.
Exercise:		Doing World History
Assessment:		Quiz
WEEK 19		
Reading:		Bentley, Chapter 25 – New Worlds: The Americas and Oceania
Sup. Reading:		Collision at Cajamarca, Guns, Germs, & Steel, Diamond, Jared. W.W. Norton & Company (1999), pages 67-83.
Exercise:		Inside-Outside Seminar
Video:		Millennium - Century of the Compass (1500-1600)

Exercise:		Doing World History
Assessment:		Quiz
WEEK 20		
Reading:		Bentley, Chapter 26 Africa and the Atlantic World
Exercise:		African History Timeline (TCI)
Video News Clip		Ghana & Slavery
Essay:		Compare African & New World institutions
Document:		The African Slave Experience, Olaudah Equiano, World History in Documents, pages 217-220 & 225-231.
WEEK 21		
Reading:		Bentley, Chapter 27 – Tradition and Change in East Asia
PowerPoint:		Tradition and Change in China
Essay:		C.C.O.T. –Han to the Qing, Confucianism and Patriarchy
Geography:		Mapping the Physiography of China (TCI)
Sup. Reading:		The Confucian Family, Discovering the Global Past, Volume II, pages 58-91.
Exercise:		Inside – Outside Seminar
Exercise:		Doing World History
Assessment:		Quiz
WEEK 22		
Reading:		Bentley Chapter 28 – Islamic Empires
Video:		Islam, Empire of Faith
Documents:		The Ottoman Empire under Suleiman, Busbecq, Travels in Persia, Chardin, Muslim Civilization in India, Ikram, Worlds of History – A Comparative Reader, Reilly, Bedford/St. Martin's, c. 2000, pages 94-115.
Exercise:		Inside – Outside Seminar
Essay:		C.O.T. – Analyze impact of Islam, AP World History Exam, 2003.
Exercise:		Doing World History
DBQ:		Ottoman, Safavids, & Mughals
Assessment:		Unit 3 exam

Unit IV: 1750-1914	Age of Revolutions and Empire	
WEEK 23		
Reading:		Bentley, Chapter 29 – Revolutions & National States in Atlantic World
Exercise:		Simulating the French Revolution (TCI – 3 days)
Video:		Millennium - Century of the Furnace (1700-1800)
Sup. Reading:		The Liberator Hero & Western Revolutions, Discovering the Global Past, Volume II, pages 192-223.
PowerPoint:		The Fever Model Of Revolution
Comparative Workshop:		Comparing the American, French and Haitian Revolutions
Assessment:		Quiz
WEEK 24		
Reading:		Bentley, Chapter 30 - The Making of Industrial Society
Exercise:		Investigating Effect of Industrial Revolution (TCI)
PowerPoint:		The Industrial Revolution in Europe
Video:		Millennium - Century of the Machine (1800-1900)
Essay:		Industrialization Editorial Due
Exercise:		Rocks, Scissors, Paper w/ Marxism
Essay:		Assign "Why the West?" and essay prompt - Gail Stokes, "The Fates of Human Societies, A Review of Macrohistories," The American Historical Review 106:2 (April 2001).
Assessment:		Quiz
WEEK 25		
Reading:		Bentley, Chapter 31 - The Americas in the Age of Independence
PowerPoint:		Conflict of the West
Exercise:		Inside-Outside Seminar - Stokes
Exercise:		Doing World History
Activity:		Chart Anatomy of Mexican Revolution
Exercise:		Interpreting Mexican Revolutionary Murals (TCI)
Assessment:		Quiz
WEEK 26		
		Bentley, Chapter 32 - Societies at Crossroads
PowerPoint:		The Russian Revolution
Exercise:		China, The Winds of Change (TCI)

Video:		Revolution
Discussion:		What of the Ottoman Empire?
Exercise:		Doing World History
Assessment:		Quiz
WEEK 27		
Reading:		Bentley, Chapter 33 - The Building of Global Empires
Exercise:		Quest for Empire (TCI)
Exercise:		The Scramble for Africa (TCI)
Essay:		Compare different methods of resistance to Western penetration (AP World Exam 2002)
DBQ:		Imperialism, DBQ Practice for World History, William Williams, Editor, Social Studies Service (2004)
Foreign Film Night:		Chocolat
Assessment:		Unit 4 Exam
Unit V: 1914-Present		A Technological Age
WEEK 28		
Reading:		Bentley, Chapter 34 - The Great War: The World in Upheaval
Exercise:		Trench Warfare Simulation (TCI)
PowerPoint:		The World at War
Activity:		Chart Anatomy of Russian Revolution
Documents:		Fischer, Germany's Aims in the First World War, W. W. Norton, (1967), pp. 103-104; Tuchman, The Guns of August, Presidio Press; Reprint edition (August 3, 2004)
Video:		Letters Home from the Front, Save Our History, History Channel
Essay:		Final Draft "Why the West" due
Assessment:		Quiz
WEEK 29		
Reading:		Bentley, Chapter 35 - The Age of Anxiety
PowerPoint:		The Age of Anxiety, The Rise of Fascism
Activity:		Choices Program, Weimar Germany and the Rise of Hitler, Thomas J. Watson Jr. Institute for International Studies, Brown University (2006)
Documents:		Wohl, The Generation of 1914, Harvard University Press (March 1981); Hitler, Mein Kampf, Houghton Mifflin Co (June 1, 2006);

Essay:		Comparative- Fascism, Nazism and Communist governments or Compare Outcomes of First World War, AP World History Exam, 2004.
Assessment:		Quiz
WEEK 30		
Reading:		Bentley, Chapter 36 - Nationalism and Political Identities in Asia, Africa, and Latin America
PowerPoint:		Nationalism in Asia and India
Activity:		Chart Anatomy of Chinese Communist Revolution
Exercise:		Doing World History
Activity:		Choices Program, Indian Independence and the Question of Pakistan, Thomas J. Watson Jr. Institute for International Studies, Brown University (2005)
Documents:		Italian Fascism, German Nazism, and Argentine Peronism, World History in Documents, pages 381-396.
Exercise:		Inside – Outside Seminar
Foreign Film Night:		To Live
Assessment:		Quiz
WEEK 31		
Reading:		Bentley, Chapter 37- New Conflagrations: World War II
PowerPoint:		Japan – On The Road to War
Exercise:		Predicting the European Responses (TCI)
Activity:		Assessing Claims of Universal Standards, Genocide, AP World History Best Practices, College Board (2002), pages 83-101.
Video:		60 Minutes (Holocaust Revisionism)
PowerPoint:		The War in Europe
Assessment:		Quiz
WEEK 32		
Reading:		Bentley, Chapter 38- The Bipolar World
Assign:		Review Topics and Groups
Video:		The Cold War - Comrades
PowerPoint:		The Cold War
Exercise:		Doing World History
Activity:		Chart Anatomy of Vitnamese Revolution
Exercise:		The Collapse of Communist Economies (TCI)

Assessment:		Quiz
WEEK 33		
Reading:		Bentley, Chapter 39- The End of Empire
News Clip:		The Emergence of Pakistan
Exercise:		Israeli- Palestinian Conflict, Jeds vs. Pads (TCI)
Exercise:		UN Responses to Israeli- Palestinian Conflict
Documents:		The Congo Crisis: International Peacekeeping after World War II, Discovering the Global Past: A Look at the Evidence, Volume II, pages 373-401.
Exercise:		Inside – Outside Seminar
Foreign Film Night:		Lumumba
Assessment:		Quiz
WEEK 34		
Reading:		Bentley, Chapter 40- A World without Borders
Exercise:		Analyzing Political Propaganda from Iranian Revolution (TCI)
Activity:		Chart Anatomy of Iranian Revolution
DBQ:		Islamic Independence Movements & Nationalist Leaders, AP World Exam 2005
Video:		CNN Millennium - Century of the Globe (1900-2000)
Foreign Film Night:		Battle for Algiers or Paradise Now
Assessment:		Unit 5 Exam
WEEK 35		
Activity		Review Assignment Presentations – 1 per day, whole week
		AP Exam
Video:		Hotel Rwanda
WEEK 36		
Assignment:		AP US Summer Homework
WEEK 37		
Assignment:		AP US Summer Homework
WEEK 38		Finals