



# Advanced Placement<sup>®</sup> World History

## Mayfield High School

Dr. Arthur Ornelas  
2016-2017

### Course Overview

Advanced Placement<sup>®</sup> World History is the College Board<sup>®</sup> college-level survey course that introduces students to world civilizations and cultures. This course develops an understanding of the evolution of global processes and contacts including interaction over time. This non-traditional approach looks at the common threads of humanity—trade, religion, politics, society and technology—and investigates how each have changed and continued over time. The course traces the human experience from the emergence of Neolithic cultures to the 21<sup>st</sup> Century, C.E., emphasizing historical thinking skills, writing skills and content knowledge characteristic of a college-level world history course. Students will devote considerable time to the critical evaluation of primary and secondary sources, as they write essays, engage in class discussions and participate in Socratic seminars.

### Resources

1. Textbook: [CR1a]
  - a. Bulliet, Richard, et. al. *The Earth and Its People: A Global History*, 5<sup>th</sup> edition, Wadsworth Cengage Learning, 2011
2. Primary Sources: [CR1b]
  - a. *Worlds of History: A Comparative Reader* by Kevin Reilly
  - b. *World Civilization: Sources, Images and Interpretations* by David Rosner, A. Tom Grunfeld and Dennis Sherman
3. Secondary Sources:
  - a. *Worlds Together, Worlds Apart: A History of the World from the Beginnings of Humankind to the Present* by Jermeny Adelman, et. al.
  - b. *Experiencing World History* by Paul V. Adams, et. al.
  - c. *Cultures in Motion: Mapping Key Contracts and Their Imprints in World History* by Peter Stearns
  - d. *Guns, Germs and Steel* by Jared Diamond
  - e. *Religions of the Silk Road: Overland Trade and Cultural Exchange from Antiquity to the Fifteenth Century* by Richard C. Foltz
  - f. Textbook, graphs, charts and tables

### The Five Themes of World History [CR2]

1. Interaction between humans and the environment
  - a. Demography and disease
  - b. Migration
  - c. Patterns of settlement
  - d. Technology
2. Development and interaction of cultures
  - a. Religions
  - b. Belief systems, philosophies and ideologies
  - c. Science and technology
  - d. The arts and architecture
3. State-building, expansion and conflict
  - a. Political structures and forms of governance
  - b. Empires
  - c. Nations and nationalism
  - d. Revolts and revolutions
  - e. Regional, trans-regional and global structures and organizations
4. Creation, expansion and interaction of economic systems
  - a. Agricultural and pastoral production
  - b. Trade and commerce
  - c. Labor systems
  - d. Industrialization
  - e. Capitalism and socialism

5. Development and transformation of social structures
  - a. Gender roles and relations
  - b. Family and kinship
  - c. Racial and ethnic constructions
  - d. Social and economic classes

**Course Schedule [CR4]** (Subject to change at the discretion of the instructor)

**Period 1 – Technological and Environmental Transformations to c. 600 B.C.E. (Weeks 1 & 2: Aug 15-26)**

- Key Concept 1.1. Big Geography and the Peopling of the Earth
- Key Concept 1.2. The Neolithic Revolution and Early Agricultural Societies
- Key Concept 1.3. The Development and Interaction of Early Agricultural, Pastoral and Urban Societies [CR3]4

**Topics for Discussion:**

- Neolithic Revolution
- Basic features of early civilizations: Mesopotamia, Egypt, Kush, Indus, Shang; Mesoamerican and Andean
- How does a civilization interact with its environment?

**Sources**

- Textbook Chapters 1-3
- Maps in Textbook page 70 & 77

**Supplemental Readings or Reader** (such as but not limited to):

*Using the Human Record: Sources of Global History, vol. 1&2*  
*The Concordat of Worms*  
*The Epic of Gilgamesh*  
*The Judgments of Hammurabi*  
*Worlds of History: A Comparative Reader*  
*World Civilization: Sources, Images and Interpretations*  
*Worlds Together, Worlds Apart: A History of the World from the Beginnings of Humankind to the Present*  
*Experiencing World History*  
*Cultures in Motion: Mapping Key Contracts and Their Imprints in World History*

**Alternate Readings** (such as but not limited to):

Excerpts from Oxford University Historian Bernard Lewis’ essay, “The Periodization of History”.  
*The Urban Revolution: Origins of Patriarchy* (Gerda Lerner from Reilly) [CR1c]  
*Jared Diamond, Guns, Germs and Steel, Ch. 6* [CR1c]

**Selected Activities/Assessments**

- Students will read and the chapters from Diamond and Aldeman and discuss the historians’ interpretations of the origins of agriculture.
  - Students will then compare and contrast the two Neolithic representations and describe their possible purpose. [CR7]
- Students will identify and analyze through Inner/Outer Circle Seminar three Historians’ views on Civilization (Kishlansky, Stearns, Ralph). Students will create three questions from each article based on B. Bloom’s taxonomy. Students will share and answer questions in the inner circle while taking notes on their colleague’s seminar when seated in the outer circle of desks.
- Students will Compare and Contrast the political and social structures of any two of the following ancient civilizations: Mesopotamia, Egypt, Kush-Meroe, Indus Valley, Shang China, Mesoamerica (Olmec, Mayan), Andean South America
- Students will address diverse models of periodization by historians. Students will read excerpts from Oxford University Historian Bernard Lewis’ essay, “The Periodization of History.” (<http://hudson-ny.org/323/the-periodization-of-history-excerpts>). Students will compose a chart juxtaposing Lewis’ arguments in favor of standard historical models of periodization with his arguments against those same models. After reading the essay and constructing the chart, students and teacher will engage in a classroom discussion on the topic.
- Students will analyze the Harappan, Shang, or Mesopotamia cultures to discover how the findings of archeologists have contributed to our knowledge of them. [CR15]

- Writing Workshop (Discussion and argument development) [CR6]
  - Students will develop a chart listing for each of the river valley civilizations: the location, food sources, social roles, political structure and changes humans made to the environment to suit their needs.
  - Students compare and contrast the Political and social structures of any two of the following ancient civilizations: Mesopotamia, Egypt, Hush-Meroe, Indus Valley, Shang China, Mesoamerica (Olmec, Mayan) Andean South America.
- Weekly quizzes based on the reading content from *The Earth and Its People*
- **Historical Period 1 Unit Exam:** multiple choice, SAQs

## Period 2 – Organization and Reorganization of Human Societies, c. 600 B.C.E. to c. 600 C.E. (Weeks 3-6: Aug 29 to Sept 21)

- Key Concept 2.1. The Development and Codification of Religious and Cultural Traditions
- Key Concept 2.2. The Development of States and Empires
- Key Concept 2.3. Emergence of Trans-regional Networks of Communication and Exchange

### Topics for Discussion [CR5a], [CR5c] & [CR5e]

- Major belief systems: Hinduism, Buddhism, Judaism, Christianity, Confucianism and Daoism; polytheism and shamanism
- Classical civilizations: Greece, Rome, China and India including migrations of the Huns, Germanic tribes
- Interregional networks by 600 CE and spread of belief systems
- Silk Road trade networks, Chinese model and urbanizations

### Sources

- Textbook Chapters 4-9
- Maps p. 134, 144, 158, 177, 191, 213, 231, 235, 257, 270, 275 (in text)

### Supplemental Readings or Reader (such as but not limited to):

Excerpts from *The Bible*  
 Excerpts from *The Quran*  
 Excerpts from *The Fours Noble Truths*  
*The Concordat of Worms*  
*World of History: A Comparative Reader*

### Additional Readings:

*Worlds of History: A Comparative Reader*  
*World Civilizations: Sources, Images and Interpretations*  
*Worlds Together, Worlds Apart: A History of the World from the Beginnings of Humankind to the Present*  
*Experiencing World History*  
*Cultures in Motion: Mapping Key Contracts and Their Imprints in World History*  
*The Imperial Capital – Rome 50BC-AD100: The Tradition of Public Works” from Cities in Civilization by Sir Peter Hall*  
*Greek and Indian Civilization: By William H. McNeill (Reilly)*  
*China and Rome Compared by S.A.M Adshead (Reilly)*  
*Women in the Classical Era by Sarah Shaver Hughes and Brady Hughes (Reilly)*  
*Lessons for Women by Ban Zhao (Reilly)*  
*Fayum Portraits (Reilly)*

### Selected Activities/Assessments

- Students will map and then through group presentations share the continuities and changes over time in long-distance trade networks in the Eastern Hemisphere: expansion of the Silk Road, Trans-Saharan caravan routes, Indian Ocean Sea Lanes and Mediterranean Sea Lanes.
- In small groups, students will research and present a major world religion concentrating on origins, beliefs and practices and diffusion.
  - Students will critique *Religions of the Silk Road: Overland Trade and Cultural Exchange from Antiquity to the Fifteenth Century* in a formal Book critique and through discussion.

- Students will research and create a Presentation on a major city of the world. They will focus on origin, change over time, heyday, culture, trade, and at least one primary source from that city in this time period. Cities will include Persepolis, Chang'an, Pataliputra, Athens, Sparta, Carthage, Rome, Alexandria, Constantinople, Teotihuacan.
- Writing Workshop: (discussion and argument development) [CR6]
  - Students will write a comparison essay: Ancient Rome and Han China: How Great Were the Differences? After discussing this question through a Socratic seminar.
  - Students will write a continuity and change (CCOT) over time essay: Political and cultural changes in the Late Classical Period, student choice of China, India or Rome.
  - Students will evaluate the causes and consequences of the decline of the Han, Roman, and Gupta Empire via Chart
  - Students will analyze the Fayum portraits to consider their purpose and social context [CR8]
- Weekly quizzes based on the reading content from *The Earth and Its People*
- **Historical Period 2 Unit Exam:** multiple choice, SAQs

### Period 3: Regional and Trans-regional Interactions c. 600 C.E. to c. 1450 (Weeks 7-12: Sept 26 to Nov 4)

- Key Concept 3.1. Expansion and Intensification of Communication and Exchange Networks
- Key Concept 3.2. Continuity and Innovation of State Forms and Their Interactions
- Key Concept 3.3. Increased Economic Productive Capacity and Its Consequences [CR3]

### Topics for Discussion [CR5a], [CR5b], [CR5c] & [CR5e]

- The Islamic World, the Crusades and Schism in Christianity
- European and Japanese feudalism
- Mongols across Eurasia and urban destruction in SW Asia, Black Death
- Bantu and Polynesian migrations
- Great Zimbabwe and Mayan empires and urbanizations
- Aztec and Incan empires and urbanization
- Ming Treasure Ships and Indian Ocean trade (Swahili Coast)

### Sources

- Textbook chapters 10-15
- Map (in text)

### Supplemental Readings or Reader (such as but not limited to):

*Worlds of History: A Comparative Reader*

*World Civilization: Sources, Images and Interpretations*

*Worlds Together, Worlds Apart: A History of the World from the Beginnings of Humankind to the Present*

*Experiencing World History*

*Cultures in Motion: Mapping Key Contracts and Their Imprints in World History*

*Mayan Creation Story, written in Latin during the 16<sup>th</sup> century, based on Mayan codices*

*The Lives of Caesar*

*Daniel Defoe, A Journal of the Plague Year*

*Gregory Guzman, "Were the Barbarians a Negative or a Positive Factor in Ancient and Medieval History? In Reilly*

### Selected Activities/Assessments

- Students will debate: The Mongols: How Barbaric Were the "Barbarians?" Discuss in relation to the Guzman reading.
- Students will discuss in a Socratic seminar: What were some of the technological advances for which the Silk Road was responsible?
- Students will discuss in a Socratic seminar: What does the chapter reveal about the status of Muslim women? Compare their status with the status of women in other parts of the world at that time.
- Students will discuss the images of mosques in Spain and Africa, considering the impact of geographic and cultural context on religion.
- Students will complete a DBQ addressing how, and to what extent, did science and technology influence Islamic, Christian and Chinese societies.
- Writing Workshop: (discussion and argument development) [CR6]
  - Students will write an essay comparing and contrasting Japanese and Western European feudalism

- Students will write an essay comparing and contrasting the Trans-Saharan trade, Indian Ocean trade and Silk Routes (student choice of any two). [CR12]
- Students will write an essay addressing the causes and consequences of the Crusades. [CR9]
- Students will evaluate the causes and consequences of the spread of Islamic Empires including mapping the spread east, west and north out of Arabia.
- Mini DBQ practice: Students will analyze documents in a mini-DBQ format (3 to 4 documents) on Science and Technology and its role in Islamic, Christian and Chinese societies.
- Students will write an essay on irony using *The Constitution of Medina* and early Islam’s initial alignment with the Jewish community.
- Students will write an essay addressing Theme 4: Trace the changes and continuities in world trade from 500 BCE to 1000 CE in any one of the following regions: the Mediterranean, the Silk Road (Central Asia, East Asia and Southwest Asia), the Indian Ocean, Sub-Saharan Africa. [CR10]
- Students will evaluate the economic causes of Ming voyages during the 15<sup>th</sup> century, creating a flow chart or other graphic organizer. What consequences were there to other parts of the world?
- Weekly quizzes based on the readings from *The Earth and Its Peoples*
- **Historical Period 3 Unit Exam:** Multiple Choice, SAQs and an LEQ

#### Period 4: Global Interactions c. 1450 to c. 1750 (Week 13-18: Nov 7 to Dec 20)

- Key Concept 4.1. Globalizing Networks of Communication and Exchange
- Key Concept 4.2. New Forms of Social Organization and Modes of Production
- Key Concept 4.3. State Consolidation and Imperial Expansion [CR3]

#### Topics for Discussion [CR5a], [CR5b], [CR5c], [CR5d] & [CR5e]

- Transformations in Europe – Renaissance to Scientific Revolution
- Encounters and Exchange: Reconquista, Europe in Africa, Spanish in the Americas
- Encounters and Exchange: Portuguese and Indian Ocean Trade networks, Southwest Asian trade networks and the Ming Slave trade/Rise of Qing
- Labor Systems in the Atlantic World – The Africanization of the Americas
- The Columbian Exchange in Atlantic and Pacific Context
- Expansion of Global Economy and Absolutism: Muslim, Tokugawa and Romanov empires
- Effects of the Atlantic Slave Trade on demography in West Africa, resistance to the Atlantic slave trade and expansion of Islam in sub-Saharan Africa

#### Sources

- Textbook Chapters 16-22
- Maps (in text)

#### Supplemental Readings or Reader (such as but not limited to):

*Worlds of History: A Comparative Reader*

*World Civilization: Sources, Images and Interpretations*

*Worlds Together, Worlds Apart: A History of the World from the Beginnings of Humankind to the Present*

*Experiencing World History*

*Cultures in Motion: Mapping Key Contracts and Their Imprints in World History*

*Christopher Columbus from Journal of the First Voyage to America Christopher Columbus Native Accounts of Cortés’s Conquest from Miguel Leon--Portilla in The Broken Spears: The Aztec Account of the Conquest of Mexico*

*Amerigo Vespucci from the Letters of Amerigo Vespucci trans. By Clements R. Markham*

*The Columbian Exchange Amerigo Vespucci from the Letters of Amerigo Vespucci trans. By Clements R. Markham*

*The Columbian Exchange by Alfred Crosby*

*Martin Luther’s Ninety-five Theses*

#### Selected Activities/Assessments

- Students will discuss in a Socratic seminar: Does the Label “Renaissance” apply to members of the lower classes in late medieval Europe? Are there other “Renaissance” in other parts of the world? If so, how might this change our understanding of this term as a marker of a particular period of time? [CR11]

- Students will debate: Who was Christopher Columbus – hero or villain? Students will use primary sources listed (see Supplemental Readings) to develop arguments for their case.
- Students will discuss in a Socratic seminar (Theme 5): Describe the disparities among the various social classes in European urban society between the sixteenth and eighteenth centuries. Who were the bourgeoisie? What conditions did the poorer classes endure?
- Students will complete a DBQ in which they analyze the social and political changes in the Americas and Africa from 1492-1750.
- Writing Workshop: (discussion and argument development) [CR6]
  - Students will write a short essay analyzing the renaissance – what was it and what were some of its most important and lasting cultural and artistic achievements?
  - Students will write an essay on Theme 4: Compare and contrast any two coercive systems of labor: Caribbean slavery, slavery in the English North American colonies, slavery in Brazil, Spanish Mita system in South America, West African slavery, Muslim slavery in South West Asia, India Hindu castes or East European serfdom. [CR12]
  - Students will write an essay on theme 3: Compare the process of empire-building of one European and one Afro-Asiatic empire (gun-powder empire): France, Portugal, Spain, England, Holland, Russia, Austria or Prussia, Ottoman Empire, Safavid Empire, Mughal Empire, Ming Empire, W. African Forest State, W. African Sahel State, Japan Shogunate [CR12]
  - Students will write an essay on theme 4: Analyze the changes and continuities in commerce in the Indian Ocean region from 650 CE to 1750 CE Europe
- Students will read excerpts from The Columbian Exchange: A History of Disease, Food, and Ideas by Nathan Nunn and Nancy Qian and write an essay evaluating the causes & consequences of the transfer of plants, animals and diseases.
- Students will write a comparison essay with the Spanish Empire and either the Ottoman or Roman Empire as the topics of comparison.
- Examine the roll through an argumentative essay that religion played as a driving force of European exploration and exploitation in the Americas.
- Examine the term “reformation” as it applies to religion in Europe from the 16<sup>th</sup> to the middle of the 17<sup>th</sup> centuries.
- DBQ: Analyze the social and political changes in the Americas and Africa from 1492 to 1750.
- Weekly quizzes based on the readings from The Earth and Its Peoples
- Historical Period 4 Unit Exam: Multiple Choice, SAQs and an LEQ

### **Period 5: Industrialization and Global Integration, c. 1750 to c. 1900 (Weeks 19-24: Jan 9 to Feb 17)**

- Key Concept 5.1. Industrialization and Global Capitalism
- Key Concept 5.2. Imperialism and Nation – State Formation
- Key Concept 5.3. Nationalism, Revolution and Reform
- Key Concept 5.4. Global Migration [CR3]

### **Topics for Discussion**

- European Enlightenment
- American, French, Haitian and Latin American Revolutions
- Napoleonic Wars/Congress of Vienna/Conservatism vs. Liberalism
- British Industrial Revolution
- De-Industrialization of India and Egypt
- Imperialism and Modernization
- Anti-Slavery, suffrage, labor movements, and anti-imperialist movements, nonindustrial reactions
- Reaction to industrialism and modernization

### **Sources**

- Textbook chapters 23-29
- Map (in text)

### **Supplemental Readings or Reader** (such as but not limited to):

*Worlds of History: A Comparative Reader*  
*World Civilization: Sources, Images and Interpretations*  
*Worlds Together, Worlds Apart: A History of the World from the Beginnings of Humankind to the Present*  
*Experiencing World History*  
*Cultures in Motion: Mapping Key Contracts and Their Imprints in World History*  
*The United States Bill of Rights*  
*The English Bill of Rights*  
*Toussaint L'Ouverture, Letter to the Directory*  
*A call to expel the British: The Azamgarh Proclamation*  
*Olaudah Equiano, The Interesting Narrative*  
*Testimony for the Factory Act 1833*  
*Jamaican Letter by Símon Bolívar*  
*The United States Declaration of Independence*  
 Excerpts from: *Karl Marx, Communist Manifesto*

### Selected Activities/Assessments

- Students will discuss in a Socratic seminar: How did the spread of Social Darwinism in the 19<sup>th</sup> century influence justifications for European imperialism? [CR13]
- Students will analyze five political cartoons about European imperial expansion in Asia and Africa to identify how nationalism and the Industrial Revolution served as motivating factors in empire building from 1750-1900.
- Students will complete a DBQ about indentured servitude in the 19<sup>th</sup> and 20<sup>th</sup> centuries to assess the connections between the abolition of plantation slavery and increased migrations from Asian countries to the Americas.
- Students will complete a DBQ analyzing the factors that encouraged and/or limited the rule of large empires in Africa and Eurasia from 1800 to 1914.
- Students will work in collaborative groups to analyze the spread of the Industrial Revolution around the world through six individual's composites written from 1850-1929 in 7 countries of the world. Included: Germany, Persia, Japan, Brazil, U.S.A., India and Egypt. All countries will have a representative from the ruling elite, merchant class, intellectual/artist, farmer, worker, and religious figure. After studying their individuals, posters will be created to share with the class. *What were the arguments for and against industrializing?*
- Writing Workshop (Discussion and argument development) [CR6]
  - Students will write an essay in which they analyze the intended audience and purpose of Equiano's "Interesting Narrative" may have affected the tone of his story. [CR8]
  - Students will write an essay in which they trace the demographic shift from 1450 to 1914 in any one region: Latin America, Western Europe, North America, Sub-Saharan Africa, or East Asia; or trace the changes and continuities in world trade from 1450 to 1914 CE in any one of the following regions: Latin America, North America, Western Europe, Eastern Europe, Southwest Asia, Sub-Saharan Africa, South Asia, East and Southeast Asia.
  - Comparison Essay: Comparing the roles of women from 1750-1900. Student choices: East Asia, Western Europe, South Asia, or Middle East
- Weekly quizzes based on the readings from *The Earth and Its Peoples*
- **Historical Period 5 Unit Exam:** Multiple Choice, SAQs an LEQ and a DBQ

### Period 6: Accelerating Global Change and Realignment, c. 1900 – Present [CR3] (Weeks 25-32: Feb 21 to Apr 21)

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

### Topics for Discussion

- World War I, Total War and Reactions to the Fourteen Points
- Rise of Consumerism and Internalization of Culture
- Depression and Authoritarian Responses
- World War II and Forced Migrations
- United Nations and Decolonization
- Cold War, Imperialism and the End of the Cold War
- The Information and Communication Technologies Revolution

## Sources

- Textbook chapters 30-33
- Maps (in text)

## Supplemental Readings or Reader (such as but not limited to):

*Worlds of History: A Comparative Reader*

*World Civilization: Sources, Images and Interpretations*

*Worlds Together, Worlds Apart: A History of the World from the Beginnings of Humankind to the Present*

*Experiencing World History*

*Cultures in Motion: Mapping Key Contracts and Their Imprints in World History*

*Woodrow Wilson Fourteen Points*

WWI Propaganda posters in Reilly and internet sources

Vladimir Lenin, *Power to the Soviets, Sept. 1917*

Mohandas Gandhi, *There is no Salvation for India*, and *The Doctrine of the Sword* by Mohandas K. Gandhi – 1920

Mao Zedong, *Problems of China's Revolutionary War* by Mao Zedong – 1936

Adolf Hitler, *Mein Kempf*

Benito Mussolini, *The Political and Social Doctrine of Fascism*

*The Decision to Drop the Atom Bomb*

Yamaoka Michiko *The Bombing of Hiroshima – 1945*

Sherif Hetata, “Dollarization” (Reilly)

Philippe Legrain, “Cultural Globalization is Not Americanization” (Reilly)

## Selected Activities/Assessments

- Students will compare/contrast WWI propaganda posters from different countries. They will analyze the images for their point of view and purpose. OPTIC will be one strategy used in the image analysis process. **[CR8] & [CR14]**
- Students will debate the benefits and negative consequences of the rapid advances in science during the 20<sup>th</sup> and 21<sup>st</sup> centuries.
- Students will compare the tables on income and life expectancies in 2000 and discuss possible conclusions that might be drawn. **[CR1b]**
- Students trace the development of one form of popular culture in the 20th Century and present a graphic or visual display of their research in class.
- Students will view and analyze eight posters of SCAP (Supreme Commander of the Pacific) designed to teach Japanese citizens about their new constitution. *What differences did the new constitution contain when comparing it to the old constitution?*
- Students will analyze an African Independence Ledger identifying patterns, generalizations and inferences in release, geographic region, causes and reasons for release. This will be done utilizing the argumentative prompt of *Are these countries better off as an independent country or as part of an empirical system?*
- Writing Workshop (Discussion and argument development) **[CR6]**
  - Students will write an essay in which they compare/contrast the impact and consequences of World War I on any of the two regions: East Europe, Middle East, South Asia, East Asia, Sub-Saharan Africa; or Compare/contrast the impact and consequences of World War II on the following regions: Middle East, Oceania, Africa **[CR12]**
  - Students will write an essay in which they trace the transformation of warfare from 1750 to 2000 CE in any one region: Western Europe, Eastern Europe, Sub-Saharan Africa, East Asia and Southeast Asia
  - Students will write a continuity and change over time essay in which they evaluate the continuities and changes in formation of national identities in the Middle East, South Asia or Latin America from 1900 – present.
- Weekly quizzes based on the readings from *The Earth and Its Peoples*
- **Historical Period 6 Unit Exam:** Multiple Choice, SAQs an LEQ and a DBQ

## Review Period (Weeks 32-35: Apr 24 to May 17)

### Sources

- Student notebooks
- AP® flashcards
- Preparing for the AP®WH Exam Workbook

### Selected Activities/Assessments

- Peer grading of AP<sup>®</sup> practice exam
- Class discussion of AP<sup>®</sup> practice exam
- Practice AP<sup>®</sup> exams

### **Class Structure and Evaluation**

Students who take this course should realize that AP<sup>®</sup> courses are taught and graded at the college level. Consequently, the course exceeds the demands and expectation for typical high school courses.

#### **A. Class Structure**

We have a yearlong block class. Our classes meet for 83 minutes every other day and all Fridays for 48 minutes. A typical day will include a warm-up exercise, followed by two different activities. One will usually involve a lecture for around 30 minutes and the third activity will be an activity/exercise to check your understanding of the content. There will be no time to do homework in class so come with your assignments completed. All work assigned is due at the beginning of class.

## B. Notebooks and Spirals

Students will keep a class notebook (a 2 inch or larger notebook) and a spiral notebook for Intellectual Diaries (ID's or quick writes – critical for test preparation)

Notebook Instructions:

- On the outside of your notebook, in permanent marker, write **AP® World History** in the center. In the bottom right-hand corner, write **your full name**. Beneath your name, write the **class period**.
- Place the syllabus and the Policy and Procedures in a clear, protective sheet so that you can read all sides! You will be instructed as to what else you need to put in these protective sheets throughout the year.
- Using the dividers, divide your notebook into four different sections. Use the following order:
  - Notes
  - T's and Q's
  - Quizzes and Tests
  - Homework and Essays

\*In the Notes section, you must have a **cover page** for each chapter.

\*You must also **date** and **title** every section of notes.

- Your notebook will be due periodically throughout the school year. You will be given ample notice as to when it is due, but it is in your best interest to keep it in order to keep you organized.

## C. Student Evaluation

**Quizzes:** You will have occasional pop-quizzes over the assigned reading throughout the school year. You **MUST DO YOUR READING** to do well in this class.

**Tests:** You will have tests about every two weeks. We will cover roughly 1 ½ to 2 chapters every week to week and a half and there will be tests at the end of those. These tests will be made up of a combination of multiple choice questions and short essays. They will mimic the AP® test format.

**Essays:** Essays will be assigned throughout the year. Essays will be graded with the official College Board® AP® World History rubrics.

**Intellectual Diary (ID's):** You will write on a weekly basis in this class. The writings will be timed to help prepare you for the AP® test. ID's will be graded on a rubric modeled off the official rubrics. After four ID writings, you will receive a grade of 40 points for that group of writings.

**T's and Q's (Terms and Questions):** For each chapter, you will have a list of terms and questions to complete as you read. There will be reading every night, and consequently, T's and Q's. **YOU CANNOT CHEAT THE READING** and do well in the class. These T's and Q's are designed to serve as study guides to help you review for the AP® exam. Doing them daily and correctly is to your best advantage for not only your class grade, but also for your AP® exam score.

**Grading Scale:** You will be evaluated on your daily work, reading, discussions, T's and Q's, maps, and timelines.

Additionally, you will have unit exams and projects. Your overall grade will consist of 40% of an average of both quarters and 20% from your final exam, which is the state End of Course exam. The grading scale is as follows:

90-100	A
80-89	B
70-79	C
60-69	D
59 or below	F

## Dr. O's Website

<http://drosplans.weebly.com/apreg-world-hist.html>