

AP World History Syllabus 2019-2020

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Course Description The goal of any social studies class is to help students to college, career, and citizenship ready. This course seeks to accomplish this task by offering a rigorous and relevant look at the history and interconnectedness of the world. Students will be able to:

1. Analyze documents, textbook materials, and primary and secondary source readings from a variety of cultural perspectives using complex thinking processes.
2. Write well-evidenced essays on historical topics with clarity and precision.
3. Recall a wealth of information on major events, people, social processes, ideas, and eras of world history.
4. Prepare for and take the May 14, 2020 AP World History exam for possible college credit.

Course Themes The six course themes below present areas of historical inquiry that should be investigated at various points throughout the course and revisited as manifested in particular historical developments over time.

Theme 1: Humans and the Environment

Theme 2: Cultural Developments and Interactions

Theme 3: Governance

Theme 4: Economic Systems

Theme 5: Social Interactions and Organizations

Theme 6: Technology and Innovation

Required Materials On a daily basis, students should approach this classroom with a “Think like a historian” mindset. In addition to this, students should have their textbook, a notebook and binder/folder for this class only, flashcards, and a writing utensil.

Resources Students will use a diverse variety of resources including a textbook, written documents, maps, images, charts, graphs, tables, works of art, and other types of sources.

Textbook: Bentley and Zieger, **Traditions and Encounters: A Global Perspective on the Past**, New York: McGraw Hill. 2014 to be brought to class on a daily basis. The teacher will provide students with supplemental readings, articles, chapters, video clips, and more. Additional texts include the following:

Alternate Textbook: AMSCO, **World History - Preparing for the Advanced Placement Examination**, Des Moines: AMSCO School Publications, Inc.

Primary Sources:

Textual: Andrea and Overfield, **The Human Record: Sources of Global History** (VI and VII)
Schwartz, Wimmer and Wolff, **The Global Experience: Readings in World History**
Stearns, Gosch and Grieshaber, **Documents in World History**
Mitchell and Mitchell, **Taking Sides: World History** (for Debates)

Visual: Most images for analysis will originate from the textbook, readers, and internet. Samples for analysis will include but are not limited to art, political cartoons, and photos, see course outline below for some specific examples.

Quantitative: Tables and graphs in the textbook, and Maps of Time: An Introduction to Big History, by David Christian.

Secondary Sources:

Christian, **Maps of Time**

Diamond, **Guns, Germs and Steel**

Primary Source Write-ups Throughout the course textual, visual, and quantitative data from sources in the textbook, primary source readers, and internet. Students will read or study sources and practice summarizing the main points and connections of the sources. Students will address historical context within the framework of history as well as AP themes. Students will be asked to consider point of view, type of document or artifact, purpose and intended audience. Skills will be continually developed using specific sources listed under supplemental activities in each unit.

Artifact Analysis Write-ups Students will be asked to find, or be presented with, artifacts that represent each unit of study. Students will be asked to make connections between the study of history and other disciplines. (i.e. archeology, art, geography, and political science) Students will answer and create questions for in class discussion and analysis as well as addressing historical context within the framework of history as well as AP themes. Students will be asked to consider point of view, type of document or artifact, purpose and intended audience. Skills will be continually developed using specific sources listed under supplemental activities in each unit.

Grading As promoters of lifelong learning, the teachers of this course would rather *not* assign grades to work. We would rather place an emphasis on student learning. That said, we are required to give grades, so here’s how we plan on doing this:

Formative Assessments Formative Assessments are the things that help prepare students for academic success. This is where the learning is formed and opportunities to practice. This is where you see if you get it or not. If you do get it, you can move on. If you don’t get it, this is where we fix the issue to help you be successful.

Summative Assessments Summative Assessments are the things that measure how well you learned material before moving on to new items of study. This is where you prove you can do it or you know it. These will occur at the end of a unit and after the learning has been completed to measure how much was learned. Students may retake summative assessments within one week of the date they see their score on the assessment, and under the condition that they have thoroughly completed a new study guide to demonstrate preparation for the assessment. Your new score will replace your old score.

<p>Grading Breakdown: 70% Summative Assessments 20% Formative Assessments 10% Common Summative Assessment (District Final)</p> <p><i>*Grading modifications may be made for students with IEP or 504 plans.</i></p>	<p>Grading Scale A 73.00 - 100% A- 70.00 – 72.99% B+ 67.00 – 69.99% B 63.00 - 66.99% B- 60.00 – 62.99% C+ 57.00 – 59.99% C 53.00 – 56.99% C- 50.00 – 52.99% D+ 47.00 – 49.99% D 43.00 - 46.99% D- 40.00 – 42.99% F 0 – 39.99%</p>
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Late Work Because the work we do in the class is preparation for the summative assessments, students should get their work done on time. If a student has a concern about getting work done on time, they should speak with the teacher BEFORE the due date. *Items not turned in on the **due date** may receive a 10% deduction. **All items must be turned in for students to pass.***

Absent? If a student has an excused absence, she/he has two-days to make up the work per class missed. If the student knows about an absence ahead of time, arrangements should be made with the teacher to get the work that will be missed. Students should consult their study groups, learning target sheets, weekly emails, class website, and/or the teacher for missing work.

Grades will be posted ASAP. Teachers will do their best to make the gradebook as up-to-date as possible. Students and parents are encouraged to check their grades regularly. If a student has a question about the overall grade or grade on an individual assignment, she/he should see the teacher before or after class.

Communication Students are encouraged and welcomed to address issues or concerns with their instructor. Self-advocacy is an explicit skill that will be worked on in this class. While we do understand a need for teachers and parents/guardians to talk, in most instances, conversations should begin between teacher and student.

Expectations The following values are expected from students on a daily basis:

- Relationships- As part of our classroom community, you should assume positive intentions of everyone and try to be a good person to those around you
- Respect- You should treat the classroom environment the way you would want to be treated. This includes your peers, school staff, the room itself, and the ideas and topics that guide our learning
- Responsibility- Because you are in high school, you should take responsibility for action or inaction
- Ethics- You should seek to make good choices based on the norms that govern our school and society
- Awareness- You should take responsibility to know how your decisions and choices affect you and those around you.

Finally... All school and district policies will be followed in this class (including the cellphone policy, so put your phone away which we both know is out right now...). Also:

1. I want you to be successful. Each student can learn, grow, and develop. My goal is to help you do so. If that means help you get into an Ivy, great. If that means to help you get to a passing grade, great. We have a variety of student needs in this class and I hope all students are ready for the next step in their lives. Moreover, while the next step may not be college, the goal is to prepare you should you decide later to enroll in college.
2. Being equitable is the goal. I hope at the end of the class you feel that you were treated fairly.
3. I want this class to help prepare you for the next level. If your parents/guardians were to call your college professor, your boss, or your drill sergeant, those people will hang up on them. I will not. I would prefer to initially deal with you if you have questions or concerns. That said, I recognize that we all have a stake in your success and they play a valuable role in helping you be successful. So if you are not doing your part, I will contact them and they can contact me.
4. Students fail courses because they did not perform at a constant level of what they were capable of. If you do your best, ask questions, and make a consistent effort, you will be fine.
5. Writing and learning are a process of bettering yourself. I will not give you answers but will help you ask the right questions and find your answers. If you have questions or concerns, ask!

Course Outline (You can also refer to the trimester reading schedule)

Period 1: 1200 CE – 1450 CE The Global Tapestry and Networks of Exchange

Unit 1
Sept. 4-14

Ch. 2 “Early Societies in SW Asia and the Indo-European Migrations”
Ch. 3 “Early African Societies” (Egypt pp. 57-65)
Ch. 4 “Early Societies in South Asia”

Possible Supplements:

Becoming Human in *Worlds Together Worlds Apart: A Companion Reader*

Andrea, “The Epic of Gilgamesh”

Simulation: Sumerian Cuneiform

Flood stories from Sumerian and Hebrew traditions

Andrea, “The Judgments of Hammurabi” –write an ancient law code

Guns, Germs and Steel prologue: Historical interpretation activity

Andrea, “The Emergence of Hinduism”

Upanishads

Images of India: Hinduism and Caste (analysis of artwork and artifacts)

Bhagavad-Gita

Students will analyze point of view, purpose, audience, and historical context while comparing and contrasting text, images, and other data from various creation stories including, but not limited to the Bible, Rig Veda, Popul Vuh and Gilgamesh.

Using text and the internet, students will explore how the findings of archeologists have contributed to our knowledge of early Mesopotamian, African, Indian, and Chinese cultures.

Unit 2
Sept. 16-27

Ch. 12 “Cross-Cultural Exchanges on the Silk Road”

Ch. 13 “The Expansive Realm of Islam”

Ch. 14 “The Resurgence of Empire in East Asia

Possible Supplements:

Faxian, “Travels in India” (Andrea p. 164)

Five Robed Statues (Andrea 172)

Students will examine five images of classical statues and show examples of cultural diffusion between Chinese, Indian and Greco-Roman cultural spheres of influence.

600 vs. 700 periodization evaluation activity (Curr. Frame. P.52) This activity requires students to critically evaluate diverse models of periodization as constructed by historians.

Andrea, “Islam: Universal Submission to God”

Islamic Guest Speaker

Debate: “Is Islamic Fundamentalism a Threat to Political Stability?”

Unit 3
Sept. 30- Oct. 9

Ch. 15 “India and the Indian Ocean Basin” (CR 5c)

Ch. 16 “The Two Worlds of Christendom”

Possible Supplements:

Students will map out Indian Ocean Trade routes including

Regions involved, products traded, and results in terms of cultural

Diffusion (such as Hinduism and Buddhism in SE Asia, and the Swahili language and culture in E Africa).

Images of SE Asia: Thailand

Faxian, “Travels” & Zhou Daguan “Cambodia” (Andrea p. 169, 439)

Simulation: Feudalism

Debate: “Did Christianity Liberate Women?”

Unit 4
Oct. 10 - Oct. 23

Ch. 17 “Nomadic Empires and Eurasian Integration”

Ch. 18 “States and Societies of Sub-Saharan Africa”

Ch. 3 (pp. 65-68) Bantu Migrations

Possible Supplements:

“The Journey of William of Rubrick” (Andrea p. 426)

Stearns, “Chinggis Khan and the Rise of the Mongols”

Philip Curtin, “Bantu Language and Migrations”

Luc de Huesch, “Bantu Oral Tradition”

P. S. Garlake, “Great Zimbabwe”

Martin Hall, “The Khoikhoi in Southern Africa”

John Williams, “Khoikoi, Griqua, and the Formation of the Cape Colored People”

Mansa Musa and Sundiata

Unit 5
Oct. 24 - Nov. 9

Ch. 6 (pp. 111-116) Mayans and Teotihuacan
Ch. 19 “The increasing influence of Europe”
Ch. 20 “Worlds Apart: The Americas and Oceania”
Ch. 21 “Reaching Out: Expanding Horizons of Cross-Cultural Inter.”

Possible Supplements:

Schwartz, “The Spread of Religions and Cultures” (Crusades)
Memoirs of Usamah Ibn-Munqidh
Viterbo, “Medieval City” (growth of towns)
Debate: “Were the Crusades Motivated Primarily by Religious Factors?”
Crusader Historiography activity
Ibn Battuta & Marco Polo & Zheng He (Andrea p. 431, 445, 450)
Students will use primary source analysis to identify point of view, intended purpose, audience, and historical context from travel books of the figures above.
Black Plague
Write an essay on the impact of the plague comparing and contrasting various regions including statistical data on mortality rates, textual sources accounting the epidemic, and art and images that encapsulate the happenings of the time.
Andrea, “The Americas”
Popol Vuh

Period 2: 1450- 1750 CE Land Based Empires & Transoceanic Interconnections

Unit 6
Nov. 12 - 23

Ch. 22 “Transoceanic Encounters and Global Connections”
Ch. 23 “The Transformation of Europe”
Ch. 24 “New Worlds: The Americas and Oceania” (CR 5b, 5d)

Possible Supplements

Exploration- 7 voyages activity
Columbian Exchange “Indian Givers”
Write 2002 DBQ essay (Comparison, Change over time) (CR 14)
Bernal Diaz del Castillo, “The Discovery and Conquest of Mexico”
Seven Myths of the Spanish Conquest
CCOT Essay: Group World Historical context activity (CR 13)
Students will gather and analyze artifacts including but not limited to images, art, maps, and charts connected to the Trans-oceanic trade. (Examples may include, caravels, dhows, coins, compasses, astrolabes, sails, and other tools used to facilitate trade.)
Carli Coetzee, “Krotoa Remembered: a Mother of Unity...”
Atlantic Slave Trade (Skip Gates video)
African Diaspora
Andrea, “Seclusion of Japan, Neo-Confucianism in Tokugawa Japan”
Students write continuity and change over time essay (CR 10)

Nov. 27

Trimester 1 Final