

# World History Advanced Placement Program Syllabus

The College Board AP Program shares that "it should be noted that AP students are among the most academically able students of the college-bound group and that AP grading standards tend to be more stringent than those in many introductory-level college courses. In most cases, AP students are held to higher standards in their secondary school AP course work than college students are in comparable courses at most colleges."

*2001 was the first year for World History AP course nationally.*

**Purpose:** Develop an appreciation and understanding of the evolution of the global experience of humanity. This course will examine the history of human experience from a global or hemispheric perspective. We will emphasize those transformations that have produced new modes of organizing human life. Students must learn to view history thematically.

**Design:** Prepare students with the skills necessary to engage the AP World History Exam at the end of the Spring semester. Basic approach will be chronological but will stress the linkages, comparisons, interactions, and impact that societies and periods have had upon each other throughout history, using the following five themes: [CR2]

## **Themes and AP World History:**

Students in this course must learn to view history thematically. The AP World History course is organized around five overarching themes that serve as unifying threads throughout the course, helping students to relate what is particular about each time period or society to a "big picture" of history. The themes also provide a way to organize comparisons and analyze change and continuity over time. Consequently, virtually all study of history in this class will be tied back to these themes by utilizing a "SPICE" acronym. [CR2]

### **Social--Development and transformation of social structures**

- Gender roles and relations
- Family and kinship
- Racial and ethnic constructions
- Social and economic classes

### **Political--State-building, expansion, and conflict**

- Political structures and forms of governance
- Empires
- Nations and nationalism
- Revolts and revolutions
- Regional, trans-regional, and global structures and organizations

[CR2]

### Interaction between humans and the environment

- Demography and disease
- Migration
- Patterns of settlement
- Technology

### Cultural--Development and interaction of cultures

- Religions
- Belief systems, philosophies, and ideologies
- Science and technology
- The arts and architecture

### Economic--Creation, expansion, and interaction of economic systems

- Agricultural and pastoral production
- Trade and commerce
- Labor systems
- Industrialization
- Capitalism and socialism

#### Course Textbook:

Stearns, Peter N., et al. *World Civilizations: The Global Experience*, 3<sup>rd</sup> ed. New York: Longman Publishers, 2003.

ISBN: 0-321-09969-9 [CR1a]

#### Course Reader:

Stearns, Peter N., et al. *Documents in World History*, 3<sup>rd</sup> ed. New York: Longman Publishers, 2003. [CR1b]

#### Supplementary Documents:

Brady, Charles, Phil Roden. *Document Based Questions in World History*, 1<sup>st</sup> ed. Evanston, Illinois: The DBQ Project, 2005 [CR1c]

### Historical Periodization

Period	Period Title	Date Range	Weight
1	Technological and Environmental Transformations	to c. 600 B.C.E.	5%
2	Organization and Reorganization of Human Societies	c. 600 B.C.E. to c. 600 C.E.	15%
3	Regional and Transregional Interactions	c. 600 C.E. to c. 1450	20%
4	Global Interactions	c. 1450 to c. 1750	20%
5	Industrialization and Global Integration	c. 1750 to c. 1900	20%
6	Accelerating Global Change and Realignments	c. 1900 to the Present	20%

**Rigorous curriculum:**

Goals and expectations of a college-level course in a high school format, with emphasis upon student-centered learning.

- writing practice and assignments, with emphasis on proper grammar, spelling, and structure;
- reading assignments, with follow-up discussions, assessments, and analysis to ensure comprehension and extension;
- challenging exams, mainly incorporating short-answer response and essay questions, with occasional standardized test practice;
- lecture-discussions based on various selected primary and secondary sources;
- art history and analysis using the art and architecture of the time periods studied;
- "Workshops":
  - debates
  - cartographic labs
  - group and individual research simulations
  - integrated computer-technology
  - Venn diagrams and flow charts
  - role-playing simulations
  - “press conferences”
  - document analysis
  - Socratic seminars
- analyzing content accuracy of historical novels;
- selected movie reviews: viewing and analyzing films from the time periods studied (*not in-class*)

<i>Types of Possible Assessments:</i>	
<b>Quizzes:</b> [C5, C6, C7]	on readings from each chapter of the textbook
<b>Homework:</b> [C6, C7]	<ul style="list-style-type: none"> <li>• assigned readings, from the textbook as well as from any additional resources;</li> <li>• historical maps to label and color;</li> <li>• essay-writing practice;</li> <li>• document-based questions (DBQ)</li> </ul>
<b>In-class Discussions:</b> [C5]	class discussions and debates, evaluated by an appropriate rubric, using selected readings
<b>Essay writing:</b> [C7]	In place of a term paper, students may create an AP World History-style essays of their own
<b>Tests:</b> [C7]	<ul style="list-style-type: none"> <li>• regularly-scheduled tests based on the textbook and additional readings;</li> <li>• summative exams for each thematic unit</li> </ul>
<b>Final Exam</b> [C5, C6, C7]	<ul style="list-style-type: none"> <li>• cumulative exam for the course;</li> <li>• AP Released Exam in preparation for the “live” AP World History Exam</li> </ul>

**C5**—The course teaches students to analyze evidence and interpretations presented in historical scholarship

**C6**—The course includes extensive instruction in analysis and interpretation of a wide variety of primary sources, such as documentary material, maps, statistical tables, works of art, and pictorial and graphic materials.

**C7**—The course provides students with frequent practice in writing analytical and interpretive essays such as document-based questions (DBQ) and thematic essays addressing issues of change, continuity, and comparison.

## **Grading Policy**

Major Work (*includes major writing projects and exams*) 50%

Daily Work (*daily activities, discussions, homework, etc*) 50%

## **THE FOUR HISTORICAL THINKING SKILLS**

### **1. Crafting Historical Arguments from Historical Evidence**

#### **Historical Argumentation**

Historical thinking involves the ability to define and frame a question about the past and to address that question through the construction of an argument. A plausible and persuasive argument requires a clear, comprehensive and analytical thesis, supported by relevant historical evidence — not simply evidence that supports a preferred or preconceived position. Additionally, argumentation involves the capacity to describe, analyze and evaluate the arguments of others in light of available evidence.

#### **Appropriate Use of Relevant Historical Evidence**

Historical thinking involves the ability to identify, describe and evaluate evidence about the past from diverse sources (including written documents, works of art, archaeological artifacts, oral traditions and other primary sources), with respect to content, authorship, purpose, format and audience. It involves the capacity to extract useful information, make supportable inferences and draw appropriate conclusions from historical evidence while also understanding such evidence in its context, recognizing its limitations and assessing the points of view that it reflects.

### **2. Chronological Reasoning**

#### **Historical Causation**

Historical thinking involves the ability to identify, analyze and evaluate the relationships between multiple historical causes and effects, distinguishing between those that are long-term and proximate, and among coincidence, causation and correlation.

#### **Patterns of Continuity and Change Over Time**

Historical thinking involves the ability to recognize, analyze and evaluate the dynamics of historical continuity and change over periods of time of varying length, as well as relating these patterns to larger historical processes or themes.

#### **Periodization**

Historical thinking involves the ability to describe, analyze, evaluate and construct models of historical periodization that historians use to categorize events into discrete blocks and to identify turning points, recognizing that the choice of specific dates favors one narrative, region or group over another narrative, region or group; therefore, changing the periodization can change a historical narrative. Moreover, the particular circumstances and contexts in which individual historians work and write shape their interpretations and modeling of past events.

### **3. Comparison and Contextualization**

#### **Comparison**

Historical thinking involves the ability to describe, compare and evaluate multiple historical developments within one society, one or more developments across or between different societies, and in various chronological and geographical contexts. It also involves the ability to identify, compare and evaluate multiple perspectives on a given historical experience.

### **Contextualization**

Historical thinking involves the ability to connect historical developments to specific circumstances of time and place, and to broader regional, national or global processes.

## **4. Historical Interpretation and Synthesis**

### **Interpretation**

Historical thinking involves the ability to describe, analyze, evaluate and create diverse interpretations of the past — as revealed through primary and secondary historical sources — through analysis of evidence, reasoning, contexts, points of view and frames of reference.

### **Synthesis**

Historical thinking involves the ability to arrive at meaningful and persuasive understandings of the past by applying all of the other historical thinking skills, by drawing appropriately on ideas from different fields of inquiry or disciplines, and by creatively fusing disparate, relevant (and perhaps contradictory) evidence from primary sources and secondary works. Additionally, synthesis may involve applying insights about the past to other historical contexts or circumstances, including the present.

### **Helpful Web Sites:**

[www.collegeboard.com](http://www.collegeboard.com)

College Board sponsors the **AP**

### **Program**

➤ [www.apcentral.collegeboard.com](http://www.apcentral.collegeboard.com)

Textbook chapter summaries /

[www.ablongman.com/stearns](http://www.ablongman.com/stearns)

Sample questions

Course may frequently rely upon **Thematic Examples of Best Practices** for assessments and activities, as found in the *World History Best Practices* resource book from the College Board.

### **The AP Examination design:**

Multiple-choice	(70 questions / 55 min. / 50% of total score)
Document-based question (DBQ)	(1 question / 10 min. reading + 40 min.)
Change-over-time essay	(1 question / 40 min.)
Comparative essay	(1 question / 40 min.)

Themes, periodization, activities, and focus based upon information found at [http://apcentral.collegeboard.com/apc/public/courses/teachers\\_corner/4484.html](http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/4484.html) and is © College Board and/or collegeboard.com

# **Thematic Unit Framework**

*Adapted from the College Board*

## **Evidence of Curricular Requirements**

- C1-** The course includes a college-level world history textbook, diverse primary sources and secondary sources by historians or scholars interpreting the past.
- C2-** Each of the course themes receives explicit attention and is addressed throughout the course.
- C3-** Each of the key concepts receives explicit attention in the relevant historical period and is integrated with the course themes.
- C4-** The course provides opportunities for students to demonstrate command of course themes and key concepts through activities and assignments where students use their knowledge of detailed and specific relevant historical developments and processes – including names, chronology, facts and events.
- C5-** The course provides balanced global coverage, with Africa, the Americas, Asia, Oceania and Australia, and Europe all represented. No more than 20% of course time is devoted to European history. – Geographic coverage
- C6-** The course provides opportunities for students to develop coherent written arguments that have a thesis supported by relevant historical evidence. – Historical argumentation
- C7-** The course provides opportunities for students to identify and evaluate diverse historical interpretations. – Interpretation
- C8-** The course provides opportunities for students to analyze evidence about the past from diverse sources, including written documents, maps, images, quantitative data (charts, graphs, tables), works of art, and other types of sources. – Appropriate use of historical evidence
- C9-** The course provides opportunities for students to examine relationships between causes and consequences of events or processes. – Historical causation
- C10-** The course provides opportunities for students to identify and analyze patterns of continuity and change over time and across geographic regions, relating these patterns to a global context. – Patterns of change and continuity over time
- C11-** The course provides opportunities for students to examine diverse models of periodization constructed by historians. – Periodization
- C12-** The course provides opportunities for students to compare historical developments across or within societies in various chronological and/or geographical contexts. – Comparison
- C13-** The course provides opportunities for students to connect historical developments to specific circumstances of time and place, and to broader regional, national, or global processes. – Contextualization
- C14-** The course provides opportunities for students to apply multiple historical thinking skills to examine a particular historical problem or question and connect insights from one historical context to another, including the present. – Synthesis
- C15-** The course provides opportunities for students to recognize how the study of history has been shaped by the findings and methods of other disciplines such as anthropology, archaeology, visual arts, literature, economics, geography and political science. – Synthesis

## **Course Schedule**

### **Unit 1 To 600 BCE: Technological and Environmental Transformations**

*Key Concepts: [CR3]*

- Big Geography and the Peopling of the Earth
- Neolithic Revolution and Early Agricultural Societies
- Development and Interactions of Early Agricultural, Pastoral, and Urban Societies

*Topics for Overview include:*

- Prehistoric Societies
- From Foraging to Agricultural and Pastoral Societies
- Early Civilizations: Middle East, South Asia, East Asia, the Americas, Africa, and Oceania

*Special Focus:*

Issues Regarding the Use of the Concept of Civilization

Activities & Skill Development

- Students will identify and analyze the causes and consequences of the Neolithic Revolution in the major river valleys [CR5a] & [CR5d]

- Class Discussion
  - »»How were gender roles changed by the Neolithic Revolution?
- Collaborative Group-Discussion
  - »»Students will analyze how geography affected the development of political, social, economic, and belief systems in the earliest civilizations in: **[CR4]**

Mesopotamia  
 Egypt  
 South Asia  
 Australia **[CR5d]**  
 East Asia **[CR5c]**  
 Mesoamerica **[CR5b]**  
 Andes

- Parallel Reading--Students will read excerpts from *Guns, Germs, and Steel*
  - »»evaluate the authors' perspective on the existence of global interactions during this early period **[CR7]**

## **Unit 2 600 BCE-600 CE: Organization and Reorganization of Human Societies**

*Key Concepts:* **[CR3]**

- Development and Codification of Religious and Cultural Traditions
- Development of States and Empires
- Emergence of Transregional Networks of Communication and Exchange

*Topics for Overview include:*

- Classical Civilizations
- Major Belief Systems: Religion and Philosophy
- Early Trading Networks

*Special Focus:*

- World Religions
  - »»Animism focusing on Australasia and Sub-Saharan Africa
  - »»Judaism and Christianity
  - »»Hinduism and Buddhism
  - »»Daoism and Confucianism
- Developments in Mesoamerica and Andean South America: Moche and Maya
  - »»Bantu Migration and its Impact in Sub-Saharan Africa
  - »»Transregional Trade: the Silk Road and the Indian Ocean
  - »»Developments in China—development of imperial structure and Confucian society

*Activities & Skill Development:*

- Writing an Analytical Essay **[CR12]** Methods of political control in the Classical period, student choice of two Han China, Mauryan/Gupta India, Imperial Rome, Persian Empire
- Writing a Collaborative analysis on Change and Continuity **[CR10]** Political and Cultural Changes in the Late Classical Period, students choose China, India, or Rome
- Students will evaluate the causes and consequences of the decline of the Han, Roman, and Gupta empires **[CR9]**
- Students will map the changes and continuities in long-distance trade networks in the Eastern Hemisphere: Eurasian Silk Roads, Trans-Saharan caravan routes, Indian Ocean sea lanes, and Mediterranean sea lanes

- Group Presentations

Each group will research and present a major world religion/belief system examining: **[CR4]**

- »»origin
- »»beliefs and practices
- »»diffusion

### **Unit 3 600-1450: Regional and Transregional Interactions**

#### *Key Concepts:*

- Expansion and Intensification of Communication and Exchange Networks
- Continuity and Innovation of State Forms and Their Interactions
- Increased Economic Productive Capacity and Its Consequences

#### *Topics for Overview include:*

- Byzantine Empire, Dar-al Islam, & Germanic Europe
- Crusades
- Sui, Tang, Song, and Ming empires
- Delhi Sultanate
- The Americas
- The Turkish Empires
- Italian city-states
- Kingdoms & Empires in Africa
- The Mongol Khanates
- Trading Networks in the Post-Classical World

#### *Special Focus:*

- Islam and the establishment of empire
- Polynesian Migrations
- Empires in the Americas: Aztecs and Inca
- Expansion of Trade in the Indian Ocean—the Swahili Coast of East Africa

#### *Activities & Skill Development:*

- Writing a Comparison Essay
  - »» Comparing the level of technological achievement including production of goods 500-1000 **[CR4]**
- Student choice: Middle East, South Asia, East Asia, Eastern Europe
- Students will evaluate the causes and consequences of the spread of Islamic empires **[CR4]**
- Writing a Comparison Essay
  - »» Effects of Mongol conquest and rule, students choose two: Russia, China, Middle East
- Class Debates
  - »» Topic—Were the economic causes of the voyages of the Ming navy in the first half of the 15th century the main reason for their limited use?
  - »» Topic—Were the tributary and labor obligations in the Aztec and Inca empires more effective than similar obligations in the Eastern Hemisphere? **[CR4]**
- Writing a Change and Continuity over Time Essay
  - »» Changes and Continuities in patterns of interactions along the Silk Roads 200 BCE-1450 CE **[CR4]**

Why 200-1000 CE and 1000-1500 CE instead of 600-1450?

In what regions does each work best? Why?

In what areas does each present a problem? Why? **[CR11]**



#### **Unit 4: 1450-1750: Global Interactions**

##### *Key Concepts:*

- Globalizing Networks of Communication and Exchange
- New Forms of Social Organization and Modes of Production
- State Consolidation and Imperial Expansion

##### *Topics for Overview include:*

Bringing the Eastern and Western Hemispheres Together into One Web

- Ming and Qing Rule in China
- Japanese Shogunates
- The Trading Networks of the Indian Ocean
- Effects of the Continued Spread of Belief Systems

##### *Special Focus:*

- Three Islamic Empires: Ottoman, Safavid, Mughal
- Cross-Cultural Interaction: the Columbian Exchange
- The Atlantic Slave Trade
- Changes in Western Europe—roots of the “Rise of the West” [CR5e]

##### *Activities & Skill Development [CR4]*

- Students will evaluate the causes and consequences of European maritime expansion including the development of armed trade using guns and cannons
- Writing a Comparison Essay
  - »» Processes of empire building, students compare Spanish Empire to either the Ottoman or Russian empires
- Writing a Change and Continuity over Time Essay
  - »» Changes and Continuities in trade and commerce in the Indian Ocean Basin 600-1750

##### *Cross-Cultural Interaction [CR15]*

- Students will compare/contrast two contemporary portraits of Matoaka, aka Pocahontas, painted during her visit to England as the wife of the tobacco planter, John Rolfe.
- **First**, analyze the popularly published portrait, which is still the most widely used in textbooks. It is a revision of the portrait for which Matoaka sat. Then analyze the original.
- Why was Matoaka painted in the dress of an English aristocrat?
- Why were Matoaka’s features heavily anglicized?
- What message regarding colonial expansion were the English expected to receive from viewing the revised portrait?
- **Second**, compare/contrast the portraits of Matoaka with the following two paintings: the Watercolor by John White of the Indian Settlement of Secoton Va. (Stearns p. 399), and The Indian Portrait of two women in European dress (Stearns p. 401).
- What message might English citizens receive regarding Native American society by viewing the orderly nature of the town portrayed by White?
- Why would native populations be encouraged to adopt European styles of dress and manners?

#### **Unit 5 1750-1900: Industrialization and Global Integration**

##### *Key Concepts:*

- Industrialization and Global Capitalism
- Imperialism and Nation-State Formation
- Nationalism, Revolution and Reform
- Global Migration

##### *Topics for Overview include:*

- The Age of Revolutions:
  - »» English Revolutions, Scientific Revolution & Enlightenment,
  - »» American Revolution, French Revolution and its fallout in Europe, Haitian &

»»Latin American Revolutions

• Global Transformations:

»» Demographic Changes, the End of the Atlantic Slave Trade, Industrial Revolution and Its Impact, Rise of Nationalism, Imperialism and its Impact on the World

*Special Focus:*

- Decline of Imperial China and the Rise of Imperial Japan
- 19th Century Imperialism: Sub-Saharan Africa, South and Southeast Asia
- Comparing the French and Latin American Revolutions
- Changes in Production in Europe and the Global Impact of those Changes [CR5e]

*Activities include:*

• Writing a Comparison Essay

»» Comparing the roles of Women from 1750 to 1900—East Asia, Western Europe, South Asia, Middle East [CR4]

- Students will write a change and continuity over time essay evaluating changes in production of goods from 1000 to 1900 in the Eastern Hemisphere
- 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 in this time period [CR1b], [CR8] & [CR15]
- Students will analyze tables showing increased urbanization in various parts of the world to consider connections between urbanization and industrialization.[CR1b] & [CR8]
- Utilizing a series of documents, maps and charts in the released DBQ about indentured servitude on in the 19th and 20th centuries, students will assess the connections between abolition of plantation slavery and increased migrations from Asian countries to the Americas [CR13]
- Students will assess, relate, and apply theories of Nationalism as put forward by Dr. Peter Sahllins, Dr. Benedict Anderson, and Dr. Eric Weber. [CR7]

## **Unit 6 1900-present: Accelerating Global Change and Realignments**

*Key Concepts:*

- Science and the Environment
- Global Conflicts and Their Consequences
- New Conceptualizations of Global Economy and Culture

*Topics for Overview include:*

• Crisis and Conflict in the Early 20th Century:

»» Anti-Imperial Movements, World War I, Russian, Chinese and Mexican Revolutions, Depression, Rise of Militaristic and Fascist Societies, World War II

• Internationalization:

»» Decolonization, the Cold War World, International Organizations, the Post-Cold War World, Globalization

*Special Focus:*

- World War I and World War II: Global Causes and Consequences
- Activity—Skill Development
  - »» Students will identify and analyze the causes and consequences of the global economic crisis in the 1930s
- Development of Communism in China, Russia, and Cuba
- Responses to Western Involvement in Sub-Saharan Africa: Imperialism, the Cold War, and International Organizations

*Activities include:* [CR4]

- Writing a Comparison Essay Comparing the political goals and social effects of revolution in: China, Russia, Mexico: Students choose two
- Writing a Change and Continuity over Time Essay: Changes and Continuities in the

formation of national identities 1900-present. Students choose from among the following regions: Middle East, South Asia, or Latin America

- Students debate the benefits and negative consequences of the rapid advances in science during the 20th and early 21st centuries
- Students trace the development of one form of popular culture in the 20th century and present a graphic or visual display of their research to the class

## **Essay Writing**

Throughout the course students will be required to write essays in class demonstrating their mastery of content as well as their ability to develop coherent written arguments that have a thesis supported by relevant historical evidence. During first semester the focus will be on the development of essay writing skills via time spent on essay writing workshops utilizing the following format in essay development:

### **Introductory Paragraph—3 to 4 sentences, ending with thesis statement**

*Thesis Statement-what does it need to include?*

- time period
- region(s)
- the answer to the prompt using global themes

### **Organization of Body Paragraphs—**

- Topic Sentence—this can be general since the thesis contains specificity
- General Assertion—identifies one aspect of thesis (i.e. a change, a difference, etc.)
- Support/evidence/examples—Be specific!
- Analysis-explain cause and/or effect
- General Assertion—identifies one aspect of thesis (i.e. a change, a difference, etc.)
- Support/evidence/examples—Be specific!
- Analysis-explain cause and/or effect
- Repeat format as necessary
- Concluding Sentence

### **Concluding Paragraph**

- 3-4 sentences
- Start by restating (a rephrased) thesis in its entirety

Essay writing workshops will include group discussion utilizing example essay, self-evaluation, and peer evaluation

### **Primary Source Document Assignments**

Throughout the first semester students will have the opportunity to develop and enhance their skills at interpreting, summarizing, and analyzing primary source material including documents, maps, charts & graphs, and visuals. The ability to comprehend and analyze primary sources will first be practiced in large group and small group discussion then in individual primary source assignments that students will summarize and analyze and turn in throughout six week

grading period.

**Directions for Primary Source Write-ups: [CR8]**

READ the document or STUDY the data or visual. Then write a summary (the MAIN point or points) of the document. This summary should be brief paragraph and should highlight the main gist of the source in the students own words. The analysis of the source will be contained in a separate paragraph and should include:

- Historical Context--where the source fits in the framework of history.
- AP themes that the source addresses. Students will be required to identify where and explain how the source addresses that theme. Students will identify as many themes as they can find but then evaluate those themes and only include what they consider to be the two most prominent themes.

- »»Point of View—here students must consider
  - »»point of view of the author,
  - »»the type of document and/or tone of the source
  - »»purpose and/or intended audience

This skill will be developed throughout much of first semester using class discussion and partner discussions with the end goal that all students will understand how to analyze the overall point of view of a source and be able to discuss how that point of view may affect the source by the end of first semester.

*Some of the sources used for these exercises include:* **[CR1b]**

- Tacitus from Germania
- Female figure from Catalhuyuk (visual)
- Graph—world population 3000 BCE -1500 CE
- The Code of Hammurabi
- “Be a Scribe”
- The Writings of Han Fei
- Asoka, Rock and Pillar Edicts
- Pericles Funeral Oration
- Shi Huangdi’s Terracotta Army (visual)
- Fu Xuan, How Sad it is to be a Woman
- Live, History of Rome
- Procopius from On the Buildings and The Secret History
- Shield Jaguar and lady Xoc: A Royal Couple of Yaxchilan (visual)
- Xuanzang, Record of the Western Region
- Einhard, The Life of Charlemagne
- Ibn Battuta, Travels in Asia and Africa
- Kitabatake Chikafusa, The Chronicle of the Direct Descent of Gods and Sovereigns
- The Chronicle of Novgorod
- William of Rubruck, Journey to the Land of the Mongols
- World Population Growth 1000-2000 (graph)
- Jahangir, Memoirs

Students will continue to practice their skills at interpreting and analyzing primary sources by using them to synthesize information in DBQ essays. After introducing the concept of the DBQ to the students via roundtable discussion and practice writing of thesis statements and individual body paragraphs, students will write 4-6 DBQ essays that include written and visual sources as well as map, charts, and graphs. **[CR6] & [CR14]**

## **Additional Resources**

*For student enrichment (as available);  
they are teacher-oriented, but can also be used in-class.*

### **Textbooks**

Bentley, Jerry H. and Herbert F. Ziegler. *Traditions and Encounters: A Global Perspective on the Past*, 2<sup>nd</sup> ed. Boston: McGraw-Hill, 2003. ISBN: 0-07-242435-4.

Bulliet, Richard W., Pamela Kyle Crossley, Daniel R. Headrick, Steen W. Hirsch, Lyman L. Johnson, and David Northrup. *The Earth and Its Peoples: A Global History*, 2<sup>nd</sup> ed. Boston: Houghton Mifflin Company, 2001. ISBN: 0-618-24730-0.

Spodek, Howard. *The World's History*, 3<sup>rd</sup> ed. Upper Saddle River, NJ: Prentice Hall, 2006. ISBN: 0-13-192868-6.

Duiker, William and Jackson J. Spielvogel. *World History*, 5<sup>th</sup> ed. Belmont, CA: Thomson Wadsworth, 2007. ISBN: 0-495-05012-1.

### **Readers**

Andrea, Alfred J. and James H. Overfield. *The Human Record*, 4<sup>th</sup> ed. 2 Vols. Boston: Houghton Mifflin Company, 2001. ISBN: 0-618-04245-8; 0-618-04247-4.

Bulliet, Richard W., et. al. *The Earth and Its Peoples: A Global History*, 2<sup>nd</sup> ed. 2 Vols. Boston: Houghton Mifflin Company, 2001. ISBN: 0-618-00077-1 / 0-618-00078-X.

Kishlansky, Mark A. *Sources of World History*, 2<sup>nd</sup> ed. 2 Vols. New York: West/Wadsworth, 1999. ISBN: 0-534-56034-2; 0-534-56035-0.

Reilly, Kevin. *Worlds of History*. 2 Vols. Boston: Bedford/St. Martin's, 2000. ISBN: 0-312-15789-4; 0-312-15788-6.

Schwartz, Stuart B., Linda R. Wimmer, and Robert S. Wolff. *The Global Experience*. 2 Vols. New York: Longman, 1997. ISBN: 0-673-99380-9; 0-673-99381-7.

Sherman, Dennis, et al. *World Civilizations: Sources, Images, and Interpretations*, 4<sup>th</sup> ed. 2 Vols. Boston: McGraw Hill, 2006. ISBN: 0-07-313338-8; 0-07-312759-0.

Spodek, Howard. *The World's History*, 3<sup>rd</sup> ed. Vol. II. Upper Saddle River, N.J.: Prentice Hall, 2006. ISBN: 0-13-177317-8.

*The Challenge of Terrorism*. Evanston, Illinois: McDougal Littell, 2002. ISBN: 0-618-23616-3.

Wiesner, Merry E., et. al. *Discovering the Global Past: A Look at the Evidence*, 2<sup>nd</sup> ed. 2 Vols. Boston: Houghton Mifflin Company, 2002. ISBN: 0-618-04367-5 / 0-618-04368-3.

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Barber, Benjamin R. *Jihad vs. McWorld*. New York: Ballantine Books, 1996. ISBN: 0-345-38304-4.

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