

WAMOGO REGIONAL HIGH SCHOOL

SOCIAL STUDIES - AP WORLD HISTORY 2014-2015

Mr. Holyst

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DESCRIPTIVE OVERVIEW:

“AP World History focuses on developing students’ abilities to think conceptually about world history from approximately 8000 BCE to the present and apply historical thinking skills as they learn about the past. Five themes of equal importance — focusing on the environment, cultures, state-building, economic systems, and social structures — provide areas of historical inquiry for investigation throughout the course. AP World History encompasses the history of the five major geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania, with special focus on historical developments and processes that cross multiple regions.

- College Board

THE FIVE THEMES OF AP WORLD HISTORY:

Interaction between humans and the environment

- Demography and Disease
- Migration
- Patterns of Settlement
- Technology

Development and interaction of cultures

- Religions
- Belief Systems, philosophies, and ideologies
- Science and Technology
- The arts and architecture

State-building, expansion and conflict

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

Creation, expansion, and interaction of economic systems

- Agricultural and pastoral production
- Trade and Commerce
- Labor Systems
- Industrialization
- Capitalism and socialism

Development and transformation of social structures

- Gender roles and relations
- Family and kinship
- Racial and ethnic constructions

- Social and economic classes

GOALS AND OBJECTIVES

Read purposefully – demonstrated by:

- Identifying and extrapolating significant material from variety of printed sources.
- Recognizing arguments for and against an issue.
- Identifying and using knowledge from common graphic features (charts, graphs, diagrams, maps).
- Recognizing bias and point of view.
- Reading and analyzing primary source material.

Write effectively – demonstrated by:

- Well written and multi-paragraph compositions that have clear topic development and organization.
- Research reports based on standard endnote and bibliographic format.
- Document-based questions requiring analysis of primary sources.
- Identifications stressing clear definitions and significance of term.

Communicate effectively – demonstrated by:

- Oral presentations and debates.
- Media presentations and projects.
- Interaction with peers in student-centered activities.
- Analyzing and expressing ideas in the arts in an historical context.
- Following directions.
- Effective note taking skills from lectures and discussions.
- Using technology to express historical concepts.

Identify, analyze, and solve problems – demonstrated by:

- Evaluating primary and secondary sources.
- Knowing how to find and utilize a wide range of resources to conduct research.
- Developing and using a wide range of critical thinking skills (cause/effect, debate, comparisons, generalizations, and proof).
- Incorporating evaluation of sources, construction of casual relationships, balanced interpretations, and comparative analysis.
- Recognition and analysis of biases and points of view from a wide range of print and media sources.

Demonstrate self-respect and respect for others – demonstrated by:

- Displaying academic integrity.
- Showing an appreciation for cultural diversity in the world and knowledge of the contributions of other cultures.

Work both independently and cooperatively with others – demonstrated by:

- A tolerance of other's opinions and point of view.
- Participating constructively in group activities.
- An awareness of academic responsibilities.

- Fulfill responsibilities and exercise rights as members of local and global communities – demonstrated by:
- An awareness that history, geography, economics, and other social sciences are integral components to understanding today’s world.
- An ability to make informed decisions on global issues.

THE FOUR HISTORICAL THINKING SKILLS

Throughout this course the following skills will be promoted, developed and utilized as we interact with course content:

1. Crafting Historical Arguments for Historical Evidence
2. Chronological Reasoning
3. Comparison and Contextualization
4. Historical Interpretation and Synthesis

INSTRUCTIONAL MODEL

Due to the nature of the course being driven by a national exam in May, it is a content driven course which requires rapid coverage from 8000 B.C.E. to the present. Class activities have to be short and focus on seminar formats with the teacher leading the discussions. There is a great deal of lecture/discussion and specific debate topics integrated through the course.

ASSESSMENT

It is understood by all students taking AP World History that the AP Exam in May is mandatory. These exams are three hours long and given each May at Wamogo. However, the AP course stands by itself as a valuable college preparatory experience. Extensive essay writing and short papers based on the analysis of documentation are prevalent throughout the course. These are supplemented by oral reports and role-playing activities. Finally, it is expected that students will actively be involved in class discussion which is an important ingredient to the depth and richness of the course.

GRADING

Grading Scale:

- 90-100 A
- 80-89 B
- 70-79 C
- 69 and below

Grading Percentages:

- Quizzes: 15
- Tests: 25
- Projects & presentations: 20
- Writing Assignments: 20
- Final Exam: 10
- Homework: 10

Tests and Quizzes: Tests will be multiple choice and essay in form. There will be a multiple choice test of 50-70 questions at the end of each unit. There will be either a DBQ, comparative essay, or change over time essay at the end of each unit. There will be periodic quizzes in class, several of which will occur without prior notice.

Projects and presentations: There will be a variety of group and individual projects throughout the course. Students will also participate in Socratic discussions. There will be a major research based written assignment each semester.

Writing assignments: Writing is an integral part of the curriculum, thus there will be an emphasis on writing in the course. These assignments will vary. Included will be DBQs, comparative essays, and change over time essays. These assignments are graded according to the rubrics provided by the College Board and located in the *AP World History Course Description*. There will be a major research based written assignment each semester. A requirement for some writing assignments will include submission to www.turnitin.com in order to receive a grade. Additionally, some writing assignments will be for peer review purposes which will be done online and as such CAN NOT be submitted late.

Final exam: Essentially, your final exam will be the AP exam itself. However, there will be a final, cumulative project that will be completed in lieu of a traditional written exam.

Homework: Although a requirement for the course, homework will not be graded on a daily basis. It will be randomly collected and graded. It is important to stay current on all homework assignments, as it will often be the basis for class discussion and classroom activities. Students will participate in a bi-weekly online discussion stimulated by a historical question that is relevant to the time period. Students are responsible for participating in this discussion through our class's blog. The other major "homework" component will be notes for each chapter.

RESOURCES AND REFERENCES:

Main Text:

Stearns, Peter N, Michael Adas, Stuart B. Schwartz, and Marc J. Gilbert. *World Civilizations: The Global Experience*. , 2015. Print.

Supplemental Sources:

- Halsall, Paul. Ed. *Internet History Sourcebooks Project*. Fordham University, n.d. Web. <http://www.fordham.edu/Halsall/index.asp>.
- MyHistoryLab™ by Pearson
- Mauna, John. "AP World History Essentials." *World History Connected*. Board of Trustees of the University of Illinois, 2014. Web. 26 Aug. 2014. http://worldhistoryconnected.press.illinois.edu/AP_WH_Essentials.html.

CONEPT/TOPIC OUTLINE WITH RELATED ASSIGNMENTS AND MATERIALS:

Unit I – Technological and Environmental Transformations to 600 B.C.E. TWO WEEKS: September 2nd – September 12th

Key Concepts:

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

Topics of Discussion:

- Describe the important demographic and common political characteristics of the following types of societies:
 - a. Sedentary agriculture
 - b. Pastoral societies
 - c. Hunter gatherers
- Describe the key changes in technology (including a timeline of the key stages of metal use), social organization, and the nature of village settlements brought on by the Neolithic revolution

- Describe the basic features of the following early civilizations including culture, social and political structure, and religion:
 - a. Mesopotamia
 - b. Egypt
 - c. Indus River Valley (Harrapan)
 - d. Shang China (Yellow River Valley)
 - e. Aegean World
 - f. Mesoamerica and South America

Sources:

- Chapter 1 and 2 in textbook
- Maps in text

Supplemental Material (such as but not limited to):

- The Iceman, Weislav Smetsk/STERN
- Excerpts for Code of Hammurabi
- Human Biological Evolution Chart
- Human Dispersal to 10,000 years ago
- Scene from the Egyptian Book of the Dead, 1300 b.c.e, Trustees of the British Museum
- Chinese and Mesopotamian Divination
- The Amarna Letters
- Fresco from the Aegean Island of Thera, ca. 1600 b.c.e Archaeological Receipts Fund

Selected Activities, Skills, and Assessments:(such as, but not limited to)

- Introduce students to the process of document analysis using PIRATES categories and point of view statements, using supplemental material

- Thesis statements and essay development using supplemental and primary sources
- 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.
- 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
- Chapter Assessments, Unit assessment, and Essay prompt for each chapter and unit assessment
- Weekly Homework - Students will take summery notes for each chapter, practice AP test prep questions and thesis responses to each chapter free response questions.

**Unit II – Organization and reorganization of Human Societies, 600 B.C.E to 600 C.E.
FOUR WEEKS: September 15th – October 10th**

Key Concepts:

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

Topics of Discussion

- Describe the major political developments, social organization, and gender roles in the following Classical civilizations:
 - a. China
 - b. India
 - c. Greece/Rome
- Describe the trading patterns and key areas of contact among Classical civilizations
- Find key developments within each of the preceding Classical civilizations in the areas of art, science and technology
- Describe the key features of the following belief systems
 - a. Polytheism
 - b. Hinduism
 - c. Buddhism
 - d. Judaism
 - e. Christianity
 - f. Confucianism
 - g. Daoism
- Understand and compare the fall of the three major Classical civilizations.
- Describe the process and importance of the migration of the following peoples:
 - a. Bantu
 - b. Huns
 - c. Germans
 - d. Polynesians

Sources:

- Chapter 3-9 in textbook
- Maps in Text

Supplemental Material (such as but not limited to):

- Assorted maps and pictures throughout chapters in text
- The Farmers Year, Works and Days and Theogony, Indianapolis Cambridge: Hackett Publishing
- Slavery in Rome and China, Thomas Wiedemann
- Society and Culture, Reflections of the Status of Women in Indian Literature, J.A.B van Buitenen
- Greek and Indian Civilization by Williams H. McNeill, (Reilly)
- China and Rome Compared, by S.A.M Adshead, (Reilly)
- Chinese and Greco-Roman Innovations, by G.E.R. Lloyds, (Reilly)
- Lessons for Women, by Aristophanes, (Reilly)
- The Spread of World Religions, by Jerry Bentley, (Reilly)

Selected Activities, Skills, and Assessments: (such as, but not limited)

- Using a graphic organizer- Comparative Analysis of Sparta and Athens in any three of the following areas- Political, Economic, Society, and Culture- then write a thesis as if to start an comparative essay
- Introduce concepts of change and continuity over time and compare and contrast essay requirements, and DBQ.
- Using a PERSIAN chart, analyze the causes of the rise, the stability, and the decline of the Roman and Han empires
- In response to selected reading answer following short questions with proper thesis, What was the condition of Indian women during the Gupta Empire? What important factors affected women's lives?
- DBQ Essay over classical Greece
- Compare and Contrast Essay- the development and beliefs of any two religions
- Chapter Assessments, Unit assessment, and Essay prompt for each chapter and unit assessment
- Weekly Homework - Students will take summery notes for each chapter, practice AP test prep questions and thesis responses to each chapter free response questions.

<p>Unit III: Regional and Tran-regional Interactions, c. 600 C.E. to 1450 SEVEN WEEKS: October 14th – December 5th</p>
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Key Concepts:

- 3.1 Expansion and Intensification of Communications and Exchange Networks
- 3.2 Continuity and Innovations of State Forms and Their Interactions
- 3.3 Increased Economic Productive Capacity and Its Consequences

Topics of Discussion

- Describe the circumstances surrounding the rise and role of Islam as a unifying force in Eurasia/Africa.
- Describe the structure of the caliphate system and the achievements of the Islamic world in the areas of art, science and technology.
- Describe key changes in interregional trade and cultural exchange; specifically the Trans-Saharan Trade network, the Indian Ocean Trade network, and the Silk routes
- Describe key contacts between:
 - a. Christianity and Islam
 - b. Islam and Buddhism
 - c. The Mongol impact on Eurasia, China and the Middle East
- Describe the key characteristics, including external and internal expansion, of the Tang and Song dynasties and the early Ming dynasty especially:
 - a. Economic revolutions and initiatives
 - b. Chinese influence of surrounding areas
 - c. Achievements in art, science and technology
 - d. Changes from the Shang – Han period
- Describe the restructuring of European economic, political structures and social patterns.
- Analyze the events surrounding the division of Christianity between East and West
- Describe the cultural, economic and political patterns in the following areas:
 - a. Maya
 - b. Aztec
 - c. Inca
 - d. Japan
- Compare the following:
 - a. Feudal systems of Japan and Europe.
 - b. Political and social developments in Eastern and Western Europe
 - c. Islam and Christianity
 - d. Aztecs and Inca
 - e. European contact with Islam and sub-Saharan African contact with Islam
 - f. The status of women in 1)pre-Islamic Arabia; 2) Early Islam; 3)Abbasid Empire
- Assess the following demographic and environmental changes.
 - a. Nomadic migrations in the Americas
 - b. The Mongol conquests
 - c. Viking expansion and raids
 - d. The impact of the plague
 - e. Expansion of urban areas (ie: Song China, Aztec cities, etc.)

Sources:

- Chapter 10-16 in textbook
- Maps in Text

Supplemental Material (such as but not limited to):

- Assorted maps and pictures throughout chapters in text
- Feudalism: An Oath of Homage and Fealty, (Reilly)
- The Capture of Jerusalem by the Crusaders, by Raymond of St. Giles, Count of Toulouse, (Reilly)

- Were the Barbarians a Negative or Positive Factor in Ancient and Medieval History?, by Gregory Guzman, (Reilly)
- History of the Mongols, by John of Plano Carpini, (Reilly)
- Origins of the Black Death, by Gabriele de' Mussis, (Reilly)
- Cities of Mexico, by Bernal Diaz, (Reilly)
- The Historical Roots of Our Ecological Crisis, by Lynn White Jr., (Reilly)
- Southernization, by Lynda Norene Shaffer, (Reilly)
- The Penitentials of Saint Patrick
- Writing in East Asia (400-1200)
- Inca Roads/ Acllas
- Environment and Technology- Mongols use of Horses
- Dueling Pieties- Europe and Mongols
- From Gun Powder to Guns
- Blaming the Black Death on the Jews, Strasbourg, 1349
- The Clock

Selected Activities/ Assessments:(such as, but not limited to)

- Read and respond to questions regarding “Southernization”
- Debate: The Mongols: How Barbaric Were the “Barbarians?” Discuss in relation to the Guzman reading.
- Using a graphic organizer, compare and contrast two of the interregional trade routes of the Trans-Sahara Trade network, the Indian Ocean Trade network, and the Silk routes
- Compare and Contrast Essay-Japanese feudal system to the European
- Analyze cause, effect, and outcome of the plague
- Essay-Change over time and Continuity of Chinese dynasties
- Discussion- Causes, consequences and effects of the Crusades
- Short Answer: What were some of the technological advances that the Silk Road was responsible for?
- Chapter Assessments, Unit assessment, and Essay prompt for each chapter and unit assessment
- Weekly Homework - Students will take summery notes for each chapter, practice AP test prep questions and thesis responses to each chapter free response questions.

<p>Unit IV: Global Interactions 1450 to 1750 SIX WEEKS: December 8th – January 30th</p>
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Key Concepts:

- 4.1 Globalizing Networks of Communication and Exchange
- 4.2New Forms of Social Organization and Modes of Production
- 4.3 State Consolidation and Imperial Expansion

Topics of Discussion:

- Define and analyze the importance of the Columbian exchange. Show an understanding of why the system was able to develop when it did.
- Analyze the key changes in trade, technology and global interactions

-Describe the basic political and social systems (including gender roles) of the following areas:

- a. Ottoman Empire
- b. China
- c. Portugal
- d. Absolutism in Spain and France
- e. England
- f. Russia

- Define and compare the Triangle Trade and the Trans-Saharan slave trade networks, including the differences in the systems of slavery that each supported.

-Describe the characteristics and key changes brought on by each of the following:

- a. Scientific revolution, Renaissance and the Enlightenment
- b. Cultural diffusion (ie: African contributions to the Americas)
- c. Changes and continuities in Confucianism

Sources:

- Chapters 17-22 in textbook
- Maps in Text

Supplemental Material (such as but not limited to):

- Assorted maps and pictures throughout chapters in text
- Vasco De Gama's Fleet
- European Males Sexual Dominance Overseas
- Mapping the World
- The Silver Refinery at Potosi, Bolivia, 1700
- Colonial Wealth and Exploitation of Indigenous People
- A Maroon Willage in French Guiana, 1748
- American Food in Africa
- Style and Conversion: Christian Rivalry in Beijing
- Women and Tokugawa Technology
- Race and Ethnicity in the Spanish Colonies: Negotiating Hierarchy
- Slavery in West Africa and the America's
- The Prince: PolComitical Craft and Craftiness
- Bernal Diaz- From The Conquest of New Spain, (Reilly)
- The Aztec Account of the Conquest of Mexico, from the Broken Spears, (Reilly)
- Slave Trade, by William Bosman, (Reilly)
- Martin Luther 95 Thesis
- China, Technology & Change, by Lynda Norene Shaffer
- Guns, Germs, and Steel: The Fates of Human Societies

Selected Activities/ Assessments:(such as but not limited to)

- DBQ Practice sheet from this prompt: Compare and Contrast the Muslim Slave trade in Africa with that of the European Slave trade.
- Columbian Exchange Data Analysis- Each of the three students in your group will create one clearly designed map portraying the diffusion of 1. disease and population decline, 2. plants and animals, and 3. silver. You will share and explain your (one) map and charts

with the other students in your group, then determine the final conclusions as a group.

-Causation Analysis- Based on the film and reading on Guns, Germs, and Steel, identify the proximal (immediate or near) causes for Pizarro's victory over the Inca. Next, speculate on the distal (long-term) causes of the victory in the right hand column, taking your knowledge of Afro-Eurasian history to 1450 into account. Will do this in the following areas – Geographic, Cultural, Economic, Technology, & Political

- Short Answer: The later Middle Ages was a period of great intellectual and artistic achievement marked by what is often called the renaissance. What was the renaissance, and what were some of its most important and lasting cultural and artistic achievements?

- Essay: Analyze the changes and continuities in commerce in the Indian Ocean region from 650 CE to 1750 CE

-Essay: Compare and Contrast the evolution and changes in technology during the scientific revolution in Europe and China and how they affected one another.

-Discussion of these two articles: Bernal Diaz- From The Conquest of New Spain, (Reilly), and The Aztec Account of the Conquest of Mexico, from the Broken Spears, (Reilly)

-Analyze using graphic organizer the changes and continuities of Confucianism in China

-Chapter Assessments, Unit assessment, and Essay prompt for each chapter and unit assessment

-Weekly Homework - Students will take summery notes for each chapter, practice AP test prep questions and thesis responses to each chapter free response questions.

<p>Unit V: Industrialization and Global Integration, 1750 to 1900 SIX WEEKS: February 2nd – March 13th</p>
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Key Concepts:

- 5.1 Industrialization and Global Capitalism
- 5.2 Imperialism and Nation-State Formation
- 5.3 Nationalism, Revolution, and Reform
- 5.4 Global Migration

Topics of Discussion:

- What changes are seen in global communications, trade and technology, especially:
 - a. Changes in world trade
 - b. The impact and characteristics of the Industrial Revolution
 - c. Timing of industrialization in different areas of the world
- Describe the impact of demographic and environmental changes, especially:
 - a. End of the Atlantic slave trade
 - b. Increasing birth rates/population growth
 - c. Migrations from colonial areas to mother countries
- Assess key changes in social and gender roles in the following:
 - a. Industrial societies

- b. Emancipation in slave/serf societies
- c. Rise and impact of socialism
- Analyze and compare the impact of key revolutions
 - a. American Revolution
 - b. Haitian Revolution
 - c. Chinese Revolution
 - d. French Revolution
 - e. Mexican Revolution
 - f. Tokugawa Shogunate and Meiji Restoration
- Describe the political impact of nationalism in this era and the importance of the increasing movements for independence and political reform.
- Discuss the rise of democracy and the limitations of democratic reforms in dealing with women's rights and racism.
- Explain the rise of Western dominance and the key characteristics and patterns seen in European colonialism.
- Discuss the impact of white supremacy and racism in the world, especially in respect to:
 - a. Haitian Revolution
 - b. "Jim Crow" and "Separate but equal" in the U.S.
 - c. Apartheid South Africa
 - d. Oceania
- Describe the status of European colonialism at the end of this period.
- Discuss the cultural interactions among societies in this era:
 - a. African and Asian artistic influence in Europe
 - b. Cultural policies in Meiji Japan

Sources:

- Chapters 23-29 in textbook
- Maps in text

Supplemental Material (such as but not limited to):

- Assorted maps and pictures throughout chapters in text
- Robespierre and Wollstonecraft Defend and Explain the Terror
- Adam Smith and the Division of Labor
- The Afro-Brazilian Experience, 1828
- Ceremonials of Imperial Dominance
- French Occupation of Egypt
- Railroads and Immigration
- Marx and Engels on Global Trade and the Bourgeoisie
- Two Africans Recall the Arrival of the Europeans
- China, Technology and Change, by Lynda Norene Shaffer, (Reilly)
- The American Declaration of Independence
- A Constitution for Venezuela, by Simon Bolivar, (Reilly)
- Industrial Revolution outside the west, by Peter N. Stearn
- Burmese Days, by George Orwell, (Reilly)
- The United States Bill of Rights
- The English Bill of Rights

-Karl Marx, Communist Manifesto

Selected Activities/ Assessments :(such as, but not limited to)

- Discussion: How did the spread of Social Darwinism in the 19th century influence justifications for European imperialism?
- Essay: comparative essay on the development, conditions and productivity of the industrial revolution in the west and outside the west. Reference textbook and Industrial Revolution outside the west, by Peter N. Stearn
- Essay: 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 following regions: Latin America, North America, Western Europe, Eastern Europe, Southwest Asia, Sub-Saharan Africa, South Asia, East and Southeast Asia.
- Discussion: analyze and compare the effects of key revolutions: American Revolution, Haitian Revolution, Chinese Revolution, French Revolution, Mexican Revolution, Tokugawa Shogunate and Meiji Restoration
- Analyze imperialism in Africa and relate it to the Europeans' need for raw materials for industrialization and new markets for manufactured goods
- POV Chart- Colonialism from point of view of the westerner and the native
- Chapter Assessments, Unit assessment, and Essay prompt for each chapter and unit assessment
- Weekly Homework - Students will take summery notes for each chapter, practice AP test prep questions and thesis responses to each chapter free response questions.

Unit VI: Accelerating Global Change and Realignments, 1900 – Present SEVEN WEEKS: March 16th – May 8th

Key Concepts:

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

Topics of Discussion:

- Describe the impact of, and key changes in the global system brought on by, the following
 - a. World War I
 - b. World War II
 - c. The Holocaust (key in creation of Israel)
 - d. The Cold War (nuclear technology)
- Describe the current state of the global system, keeping in mind the role and importance of the following:
 - a. League of Nations
 - b. United Nations
 - c. World Bank/International Monetary Fund
 - d. NATO

- Describe the new patterns of nationalism in this era including:
 - a. Fascism
 - b. Racism
 - c. Dissolution of the Soviet Union
- Analyze the key economic developments of this age:
 - a. Great Depression
 - b. Decline of Socialism
 - c. Rise of Pacific Rim (multinational companies)
- Describe the trends of decolonization including:
 - a. Religious extremism
 - b. Populist regimes
 - c. Military governments
 - d. “India” model
- Compare 20th century revolutions in the following key areas:
 - a. Brazil, Peru, and Argentina
 - b. Mexico
 - c. Iran
 - d. Egypt
 - e. India
 - f. North Africa
 - g. SE Asia
 - h. Communist China
 - i. South Africa

Sources:

- Chapters 30-35 in textbook
- Maps thorough out chapters

Supplemental Material (such as but not limited to):

- Assorted Map and photos throughout chapters
- Woodrow Wilson Fourteen Points
- WWI propaganda posters in Reilly
- The Middle East After WWI
- Quotes from League of Nations
- Women, Family Values, and the Russian Revolution
- A Vietnamese Nationalist Denounces French Colonialism
- Mohandas Gandhi, There is no salvation for India, and The Doctrine of the Sword by Mohandas K. Gandhi – 1920
- 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
- The Green Revolution
- Race and the Struggle for Justice in South Africa
- The Struggle for Women’s Rights in an Era of Global Political and Economic Change
- Chinese Family Planning Campaign Photo

-Chart showing global distribution of Wealth

Selected Activities/ Assessments :(such as but not limited to):

- What do the WWI posters have in common, even though they are from different countries? Analyze the images for their point of view and purpose.
- Discussion: compare and contrast women's struggle around the world for civil rights.
- Essay: Compare and Contrast the impact and consequences of World War I on any two regions: East Europe, Middle East, South Asia, East Asia, Sub-Saharan Africa; or Compare and Contrast the impact and consequences of World War II on the following regions: Middle East, Oceania, Africa
- Read the Green Revolution article and soap stone article in groups of 2, then discuss as class.
- DBQ Essay on 20th century revolutions.
- Discuss reasons and point of view on the dropping of the two Atomic Bombs
- Short Answer: What were the impacts of Fascism and Socialism in Europe and outside Europe, between WWI and WWII?
- Chapter Assessments, Unit assessment, and Essay prompt for each chapter and unit assessment
- Weekly Homework - Students will take summery notes for each chapter, practice AP test prep questions and thesis responses to each chapter free response questions.

<p>AP World History Exam Review ONE WEEK: May 11th – May 14th</p>

Sources:

- Cracking the World History AP Exam by Armstrong
- Students Chapter Notes and Practice assessments
- Textbook

Selected Activities/ Assessments: (such as, but not limited to)

- Review study groups
- Review AP multiple choice exams and essay questions
- Take practice AP exam and essay
- Peer and self-assessment of practice essays
- Review AP scoring guidelines for each type of essay

****AP World History Exam is Thursday May 14, 2015 at 8am****

**Adapted from the syllabi created by John Rotatori of Southern Career Technical Academy and James Kirkcaldy, Social Studies Department Chairperson at Hingham High School in Hingham, Massachusetts