

Dorchester County Public Schools

High School Social Studies Curriculum

World History **Advanced Placement**

Date of C.C.C. Approval: **July 12, 2010**

Date of Board Approval: **August 19, 2010**

The Board of Education of Dorchester County STATEMENT OF NONDISCRIMINATION

The Board of Education of Dorchester County does not discriminate in admissions, access, treatment, or employment in its programs and activities on the basis of race, color, age, sex, national origin, religion, disability, sexual orientation or other basis prohibited by law.

Appropriate accommodations for individuals with disabilities will be provided upon request. The information in this announcement is available in alternative formats upon request.

Concerns regarding the above are directed to Gary McCabe, Sr., Assistant Superintendent for Administration, Dorchester County Public Schools, 700 Glasgow Street, Cambridge, Maryland, 21613, or by phone at 410-228-4747, extension 1015.

I. Philosophy

A. Dorchester County Public Schools Mission Statement

To create an environment where every child will learn and succeed by providing equal access to quality educational programs that challenge and engage all students.

B. Dorchester County Public Schools Vision Statement

The Dorchester County Public Schools will provide continually improving educational programs in a safe and nurturing school environment with exceptional faculty and staff. This will be achieved through a cooperative and supportive partnership among schools, home, and community.

All students will acquire the self-discipline, knowledge, and skills necessary to become creative, self-sufficient lifelong learners and productive citizens.

C. Philosophy of Content

World History Advanced Placement is a course that is designed to give students an understanding of the complex issues involved in human interactions over time. This understanding will enlighten students as to the long historical processes that have led to the development of the modern societies of the contemporary world. AP World History is a rigorous course of study and is designed for students to earn college credit by earning a successful score on the AP World History exam.

D. Purpose

World History Advanced Placement is a course designed to develop and create an understanding of the development of global processes and how human societies interact and influence each other. This course will involve the use of both factual knowledge and critical analysis of historical events and subject matter. In addition, AP World History will focus on the causes and consequences of historical events and the comparison of the different societies of the world. AP World History is a course constructed around the Five Essential AP World History Themes. Students who successfully pass the AP World History exam earn college credit for the course and students are strongly encouraged to take the exam. This course fulfills the graduation requirement of World History.

E. Mission Statement

World History Advanced Placement provides a foundation for students to develop the knowledge and skills needed to understand major historical developments over time. Central to the student's experiences will be hands-on investigations and real world application of economics, geography, history and socio-political concepts. Students will have access to multimedia materials including original documents, video, printed text, simulations and Internet resources.

F. Description of Process and Acknowledgements

A collaborative team composed of the instructor for the course and the Social Studies Curriculum Supervisor was responsible for writing and reviewing the AP World History curriculum.

II. GENERAL DESCRIPTION

A. General Course Outline

AP World History is a course designed to develop and create an understanding of the development of global processes and how human societies interact and influence each other. This course will involve the use of both factual knowledge and critical analysis of historical events and subject matter. In addition, AP World History will focus on the causes and consequences of historical events and the comparison of the different societies of the world. AP World History is a course constructed around the Five Essential AP World History Themes.

This course includes frequent practice in the writing of DBQ, Change over Time, and Comparison across Cultures Essays to support AP World History themes.

To further develop content relating to the AP World History themes, historical documents and references will be used in conjunction to literary works and primary documents.

The Five Essential AP World History Themes:

1. Interaction between humans and the environment
 - Demography and disease
 - Migration
 - Patterns of settlement
 - Technology
2. Development and interaction of cultures
 - Religions
 - Belief systems, philosophies, and ideologies
 - Science and technology
 - The arts and architecture
3. 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
4. Creation, expansion, and interaction of economic systems
 - Agricultural and pastoral production
 - Trade and commerce
 - Labor systems
 - Industrialization
 - Capitalism and socialism

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

B. Scope and Sequence

Title	Time Line
UNIT 1. Foundations, c. 8000 BCE to 600 CE	6 Weeks
UNIT II. 600–1450	7 Weeks
UNIT III. 1450–1750	6 Weeks
UNIT IV. 1750–1914	7 Weeks
UNIT V. 1914–Present	8 Weeks
Review of Course for AP & Final Exams Administration of AP Exam for World History Administration of Final Exam	2 Weeks

AP World History Course Outline

UNIT 1 Foundations, c. 8000 BCE to 600 CE (6 weeks)

Focus questions: What is “civilization”? Who is “civilized”? Does change occur by diffusion or independent invention?

Topic 1. Locating world history in the environment and time

Topic 2. Developing agriculture and technology

Topic 3. Basic features of early civilizations: Mesopotamia, Egypt, Indus, Shang; Mesoamerican and Andean

Topic 4. Major Belief Systems: Hinduism, Buddhism, Judaism, Christianity, Confucianism, and Daoism; polytheism and shamanism

Topic 5. Classical civilizations: Greece, Rome, China, and India including Migrations of the Huns, Germanic tribes

Topic 6. Interregional networks by 600 CE and spread of belief systems

Topic 7. Similarities and differences of Ancient cultures and civilizations.

Objectives:

1. Define the term civilization and identify the characteristics of a civilization.
2. Explain the impact of geography and man’s adaptation through technology.
3. Identify the basic structures of early civilizations.
4. Compare and contrast the major early civilizations.
5. Explain the purpose of religion in the early civilizations.

6. Identify the major theological structures of the early civilizations and their major beliefs.
7. Identify the “classical civilizations” and their contributions to society.
8. Explain how trade contributes to the expansion of beliefs.
9. Compare and contrast the different Ancient cultures and civilizations.

Comparisons: early civilizations, major belief systems, systems of social inequality, cities, political systems, trading systems, migrations, role of nomadic peoples.

Possible Unit Readings:

From Rig Veda: Sacrifice as Creation, From the Upanishads: Karma and Reincarnation, From the Bhagavad Gita: Caste and Self, Confucius, From the Analects, Buddhism: Gotama’s Discovery, The Buddha’s First Sermon, The Bible: History, Laws and Psalms, Christianity: Jesus according to Matthew, From the Koran, Jerry H. Bentley, The Spread of World Religions.

UNIT II 600–1450 (7 weeks)

Focus questions: Should we study cultural areas or states? Did changes in this period occur from the effects of nomadic migrations or urban growth? Was there a world economic network during this period?

Topic 1. The Islamic World, the Crusades, and Schism in Christianity

Topic 2. Silk Road trade networks, Chinese model and urbanization

Topic 3. Compare European and Japanese feudalism, Vikings

Topic 4. Mongols across Eurasia and urban destruction in Southwest Asia, Black Death

Topic 5. Compare Bantu and Polynesian migrations, Great Zimbabwe and Mayan empires and urbanization; Aztec and Incan empires and urbanization

Topic 6. Ming Treasure Ships and Indian Ocean trade networks (Swahili coast)

Topic 7. Continuity and change in societies from earlier era, i.e. Middle East, Africa and China.

Comparisons: Japanese versus European feudalism, European monarchy versus African empires, role of major cities, Aztec versus Incan empires.

Objectives:

1. Examine the importance of India and Asia as a hub of world trade and as a cultural and religious center during the rise and fall of its empirical period.
2. Assess the distinctive achievements of Chinese civilization in the arts, sciences, and technology.
3. Describe the rise and achievements in the arts, sciences, and technology of the Byzantine civilization.

4. Describe the rise and achievements in the arts, sciences, and technology of African civilizations, including, but not limited to, Axum, Ghana, Kush, Mali, Nubia, and Songhai and analyze the reasons for their decline.
5. Define feudalism and identify the impact it had on social classes.
6. Compare and contrast European Feudalism to Japanese Feudalism.
7. Explain the rise and decline of the Mongol Empire and the impact the Empire had on the countries of Asia.
8. Identify and explain the growth of Ancient societies into pre-modern nations.

Possible Unit Readings:

Ibn Battuta's Travels in Africa

Selection from *The Travels of Marco Polo*

Jerry H. Bentley, *The Spread of World Religions*

Sayings Ascribed to the Prophet, J.J. Saunders, *Civilization of Medieval Islam*.

Richard C. Foltz, *The Islamization of the Silk Road*, Richard W. Bulliet,

Religious Conversion and the Spread of Innovation.

Feudalism: An Oath of Homage and Fealty, Manorialism: Duties of a Villain,

Andreas Capellanus, *The Art of courtly Love*

UNIT III 1450–1750 (6 weeks)

Focus questions: To what extent did Europe become predominant in the world economy during this period?

Topic 1. “Southernization” in Western Europe and the Scientific Revolution and Renaissance; Change—Reformation and Counter Reformation

Topic 2. Encounters and Exchange: Reconquista, Portuguese in Morocco, West Africa, Spanish in the Americas

Topic 3. Encounters and Exchange: Portuguese in Indian Ocean trade networks, Manila galleons and the Ming Silver Trade

Topic 4. Labor Systems in the Atlantic World—The Africanization of the Americas (slave trade, plantation economies, resistance to slavery); Labor systems in the Russian Empire and resistance to serfdom

Topic 5. Expansion of Global Economy and Absolutism: Ottoman, Safavid, Mughal, Bourbons, Tokugawa, and Romanov

Topic 6. 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

Topic 7. Economic, religious and industrial change.

Objectives:

1. Examine European exploration and analyze the forces that caused and allowed the acquisition of colonial possessions and trading privileges in Africa, the Americas, and Asia.
2. Evaluate the achievements of the major civilizations of the Americas during the pre-Columbian epoch in the arts, sciences, and technology including, but not limited to, the Aztecs, Incas, and Mayas.

3. Identify the effects of European expansion on Africans, Asians, Europeans and the pre-Columbian Americans.
4. Evaluate the effects of colonialism on Africa, the Americas, Asia, and Europe.
5. Explain the effects of the Slave trade on Africa and the European countries involved.
6. Identify the impact of cultural exchange among the Latin and European Countries.
7. Trace economic, industrial, and religious changes in Europe from earlier periods.

Comparisons: Imperial systems in Europe versus Asia; coercive labor systems, empire building in Asia, Africa, and Europe; interactions with the West (Russia versus others).

Unit Readings:

- Selection from Christopher Columbus’s journal—The First Voyage of Christopher Columbus
- Selection from Yamaga Soko’s *The Way of the Samurai*
- Selection from Niccolo Machiavelli’s *The Prince*
- Selection from Martin Luther’s 95 Theses
- Gregory Guzman, *Were the Barbarians a Negative or Positive Factor in Ancient and Medieval History?* John of Plano Carpini,

UNIT IV. 1750–1914 (7 weeks)

Focus questions: Through what processes did the influence of industrialization spread throughout the world? How did the rights of individuals and groups change in this period? To what degree did new types of social conflict emerge during the nineteenth century? How and with whom did the idea of “The West” as a coherent and leading force in history gain currency?

- Topic 1.** European Enlightenment, American, French, Haitian, and Latin American Revolutions, Napoleon
- Topic 2.** British Industrial Revolution and De-Industrialization of India and Egypt
- Topic 3.** Imperialism and Industrialization
- Topic 4.** Nationalism and Modernization
- Topic 5.** Anti-Slavery, Suffrage, Labor, and Anti-Imperialist movements as Reactions to Industrialization and Modernization
- Topic 6.** Chinese, Mexican, and Russian Revolutions as Reactions to Industrialization and Modernization
- Topic 7.** Effects of changing ideology on society throughout the world.

Objectives:

1. Explain the Enlightenment Period and how it influenced social reform.
2. Identify and explain the impact of the various social reforms in Europe.
3. Define imperialism and identify the countries participating in imperialism.
4. Identify the impacts of imperialism on smaller countries.
5. Define Nationalism and analyze how major Nationals rose to power.

6. Analyze how industrialization was a means of change and revolution.
7. Compare and contrast the effect of changing ideologies in religions throughout the world.

Comparisons: Industrial Revolution in Europe versus Japan, political revolutions, reactions to foreign domination, nationalism, western interventions, women in Europe of different classes.

Possible Unit Readings:

The American Declaration of Independence
 The Declaration of the Rights of Men and The Declaration of the Rights of Women
 Jürgen Osterhammel, From Colonialism; Rudyard Kipling, The White Man’s Burden; Adam Smith, The Wealth of Nations.

UNIT V. 1914–2000 (8 weeks)

Focus questions: How do ideological struggles provide an explanation for many of the conflicts of the 20th century? To what extent have the rights of the individual and the state replaced the rights of the community? How have conflict and change influenced migration patterns internally and internationally? How have international organizations influenced change?

- Topic 1.** World War I, Total War, and Reactions to the 14 Points
- Topic 2.** Rise of Consumerism and Internationalization of Culture
- Topic 3.** Depression and Authoritarian Responses
- Topic 4.** World War II and Forced Migrations
- Topic 5.** United Nations and Decolonization
- Topic 6.** Cold War, Imperialism, and the End of the Cold War
- Topic 7.** Roots of 20th century conflicts.

Objectives:

1. Identify the factors that led to World War I and World War II.
2. Explain the various resolutions used to make peace among the conflicting countries.
3. Explain how various countries reacted to the peace keeping measures.
4. Analyze the impact of war, colonization, and economic depression on migration and population.
5. Compare and contrast a “hot war” to a “cold war”.
6. Identify the methods used to fight a “cold war” and how those measures were interrupted.
7. Explain how the role of women and other minority groups changed during the “modern era.”
8. Trace the roots of global conflict in the 20th century.

Comparisons: Decolonization in Africa versus India, role of women in revolutions,

effects of the World Wars on areas outside Europe, nationalist movements, impact of Western consumer society and culture on others.

Unit Readings:

Selection from Wilfred Owen—Dulce et Decorum Est

Selection from Woodrow Wilson—Fourteen Points

Selection of twentieth-century propaganda posters—World War I, Russian Revolution, World War II, the Cultural Revolution, peace protests in the nuclear world

Understanding the Unforgivable; Woodrow Wilson, Fourteen Points

III. Special Considerations

A. Multicultural and Equity Consideration

- All students will have access to curriculum and materials.
- Curriculum and materials will be available in alternate formats.
- All curriculum and supplementary materials have been carefully reviewed to show diverse representation of students of different genders, races and cultures, as students and experts.
- Students will experience the work of historians from different cultures and genders.

B. Career and Vocational Consideration

- Students may receive counseling in planning courses in the High School Programs of Study including Career and Technology Education.
- Individual teachers will conduct discussions on career possibilities such as historians, economists, politicians, geographers, archaeologists, and other related careers.

C. Drug/Substance Awareness Consideration

- All students will be knowledgeable of the negative impact that drugs and other substances have on health, physiology, and life expectancy.

D. Environmental Considerations

- Students will be aware of the negative impact of environmental factors that may contribute to disease as well as factors that deter the quality of life in time periods covered by the course.

E. Reading and Writing Considerations

- Instruction will include before, during, and after reading strategies with printed text material.
- Teachers will use brief constructed response, extended constructed responses, and essays for formative and summative assessments.
- Content vocabulary will be developed in context and reinforced through various activities.

F. Resources

- Textbook:
Bentley, Jerry H., and Ziegler, Herbert F. Traditions and Encounters: A Global Perspective on the Past. 4th edition, McGraw-Hill. New York: McGraw, 2008.

Internet:

- MSDE School Improvement in Maryland (www.mdk12.org)
- www.collegeboard.com
- Information text will include primary and secondary resources as listed in syllabus but will also include some of the following.

Documents in World History: Volume 1. 3rd ed. by Stearns, et al. (Prentice Hall, 2003)

Documents in World History: Volume 2. 3rd ed. by Stearns, et al. (Prentice Hall, 2003)

Readings in World History by Reilly (St. Martin's Press, 1988)

Guns, Germs, and Steel by Diamond (Norton, 1911)