

Banneker High School

Junior Achievement- Magnet Business Academy



Course Title: AP World History
Instructor: Ms. L. Morgan
E-mail: MorganL2@fultonschools.org
Class website: www.ssmorgan.weebly.com

Tutorial: Thursday 3:30 – 5:00 pm
Lunch Tutorials (appointment only)
Reminders: text @apmorgan to 81010

| JA-MBA MISSION |

The mission of the Junior Achievement Magnet Business Academy is to engage students in a rigorous course of study designed to equip students with the knowledge and skills needed to succeed in the global economy.

| COURSE DESCRIPTION |

The AP World History course focuses on developing students' understanding of the world history from approximately 8000 BCE to the present. This college-level course has students investigate the content of world history for significant events, individuals, developments, and processes in six historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides five themes (interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; development and transformation of social structures) that students explore throughout the course in order to make connections among historical developments in different times and places encompassing the five major geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania. AP World History is woven into 19 key concepts covering six distinct chronological periods. History is a sophisticated quest for meaning about the past, beyond the effort to collect and memorize information. This course will continue to deal with the facts—names, chronology, and events—but it will also emphasize historical analysis. Because this course is a college-level course, students should expect rigor and exhibit maturity.

| COURSE RESOURCES |

Textbook:

Bulliet, Richard W., Pamela Crossley, Daniel Headrick, et.al. *The Earth and Its Peoples: A Global History*. Advanced Placement 3rd AP Ed., 2005.

Other Materials:

Barron's Ap World History. Barrons Test Prep, 2016.

Christian, David. *This Fleeting World: A Brief History of Humanity*

Hansen, Valerie, and Kenneth R. Curtis. *Voyages in World History*. 3rd-- AP ed. Boston, MA: Cengage Learning Custom P, 2016.

Pollard, Elizabeth, and Clifford D. Rosenberg. *Worlds Together, Worlds Apart: A Companion Reader*. New York, NY: W.W. Norton & Company, 2016.

Pollard, Elizabeth, Clifford D. Rosenberg, and Robert L. Tignor. *Worlds Together, Worlds Apart*. AP ed. New York, NY: W.W. Norton & Company, 2016.

Stearns, Peter N., Stuart B. Schwartz, Michael Adas, and Marc Jason Gilbert. *World Civilizations Revised AP* Edition*. 7th ed. Pearson, 2017.

Strayer, Robert W. *Ways of the World Sources for Ap*. 3rd ed. Boston, MA: Bedford Bks St Martin'S, 2016.

Wood, Ethel. *AP World History: An Essential Coursebook, 3rd Edition*. 3rd ed. Germantown, NY: Woodyard Publications.

*other supplemental materials are listed in the Course Overview.

| CLASS MATERIALS |

Students are required to bring the following materials to class, daily.

- Sturdy 1.5 – 2 in Binder
- Looseleaf paper
- Ink Pen (Black or Blue ONLY)
- Highlighter
- Pencil
- 6 plastic sheet protectors
- 1 pk of Post-it notes

| STUDENT EVALUATION |

Classwork – 20%
Homework – 10%
Essays/Projects – 20%

Formative Assessments – 10%
Summative Assessments – 20%
Final Exam – 20%

| JA-MBA LATE WORK POLICY |

A 5 point deduction per day will be applied to all late work. After assignments are more than 6 instructional days late, the highest grade possible is a 70%, considering the assignment is done correctly without any mistakes.

| JA-MBA MAKE UP WORK POLICY |

Previously assigned work- Students must submit previously assigned work by the end of the first day of their return to school. Students must be prepared to complete any quizzes, tests, or presentations at the start of the next class they attend; however, teachers may choose to schedule the make-up work for a time outside of the class.

Work missed during an excused absence- Unless special arrangements have been made, students have one week (5 days) from the last day of the absence to submit make-up work without penalty. Students must retrieve missed assignments before school, during lunch, or after school. **Students are not allowed to disturb instruction to retrieve make-up work.** Students who do not meet the make-up work policy will be referred to the late-work policy

*If a pattern of absences appears on days when larger assignments are due or when assessments are given, the student may be subject to administrative action.

| JA-MBA ACADEMIC AND DISCIPLINE CONTRACT REMINDER |

Students who fail to abide by the academic and behavior requirements of the JA-MBA are subject to dismissal.

| ELECTRONIC DEVICE POLICY |

Students are allowed to bring personal electronic devices to class; however, Banneker High School and JA will assume no responsibility for the loss or theft of such devices. Additionally, Electronic devices (earphones included) should not be visible without the permission of the instructors. If visible, the following consequences will be applied: 1st Teacher warning and parent phone call – 2nd Teacher detention – 3rd Office Referral.

| CLASS EXPECTATIONS |

AP World History is the equivalent of a college level survey course in world history. Like college students, students are expected to read the assigned pages in the textbook, to summarize notes taken in class, to write essays, to complete study guide tasks, and to participate in Socratic seminars, discussions, writing workshops/reviews, and collaborative activities that will give you extended practice in developing the knowledge and habits of mind needed to succeed in college.

- 1) Be on time- In your seat by the bell ring
- 2) Come to class everyday prepared with materials (notebook, pen, highlighter etc.)
- 3) Be respectful to everyone and contribute to your own and your classmates' learning
- 4) Be accountable for ALL of your assignments, pay attention and participate

	<ul style="list-style-type: none"> • Secondary Sources: The definitions of civilization from the 2012 and 2014 AP World History Course and Exam Description. • Political Power and Religion • Focus Question: Analyze how rulers in early civilizations legitimized their authority. • Primary Sources: Hammurabi's Code, Victory Stele of Naram-Sin, and Pyramids of Giza • Political and social structure of: Mesopotamia, Egypt, Indus, Shang • Focus: What the characteristics of civilization? • Activity: Students will fill in the SPRITE chart on each civilization in question. 	
<p>PERIOD 2: Organization and Reorganization of Human Societies (c. 600 BCE to c. 600 CE)</p> <p>Key Concepts:</p> <p>2.1: The Development and Codification of Religious and Cultural Traditions</p> <p>2.2. The Development of States and Empires</p> <p>2.3. Emergence of Interregional Networks of Communication and Exchange</p>	<ul style="list-style-type: none"> • Foundational Beliefs of Judaism <ul style="list-style-type: none"> • Focus Question: What were the differences and similarities between Judaism and the already established religions in the area? • Secondary Source: <i>In the Balance: Themes in World History Selections from chapter 4, "Ideas and Power: Goddesses, God-Kings, and Sages,"</i> 145–62. • The Foundational Beliefs of Hinduism <ul style="list-style-type: none"> • Focus Question: How did classical Hinduism differ from the earlier Brahmin religion? • Primary Sources: Selections from ancient texts Upanishads and Ramayana. • Religion and imperial authority <ul style="list-style-type: none"> • Focus Question: What role did religion play in helping the ruling class stay in power? • Secondary Source: <i>In the Balance: Themes in World History Selections from chapter 4, "Ideas and Power: Goddesses, God-Kings, and Sages,"</i> 162–74. • Comparing Buddhism and Christianity <ul style="list-style-type: none"> • Focus Question: Why did would early leaders in Buddhism and Christianity expand their messages to include all peoples? • Primary Sources: The Buddha's First Sermon and selections from the New Testament. • Views of Harmony in East Asia <ul style="list-style-type: none"> • Focus Question: Why did the beliefs systems in East Asia develop differently than in other areas of the world? • Primary Sources: Confucius The Analects, Laozi The book of the way. • Elites and Empire <ul style="list-style-type: none"> • Focus Question: Analyze the role of elites in imperial institutions. • Secondary Source: Perkin, Harold. The Rise and Fall of Empires: The Role of Surplus Extraction • Geography and Its Impact on Empire <ul style="list-style-type: none"> • Focus Question: What effect does geography have on helping or hindering the expansion of a civilization. • Primary Source: Show a map of the Mediterranean and on of East Asia. • Activity: Use the blank maps provide to trace the formation of classical empires. Match up empires to the topographical maps provided. What are the correlations to the local geography? • The Rise and Fall of Empires) <ul style="list-style-type: none"> • Focus Question: What are the similarities and the differences between how empires collapsed during the classical period. • Secondary Source: The Decline and fall of classical civilizations • Activity: Students will fill in the SPRITE chart on each civilization in question. • Interregional cultural exchanges <ul style="list-style-type: none"> • Focus Question: What changes and continuities have happened between period 1 and 2 revolving around cultural exchanges along the different trade networks. • Secondary Source: "Connections." • Secondary Sources: Maps of the Spread of Buddhism and Christianity. • Migration 	<p>9 Days</p> <p>15% of AP World History Exam</p>

<p>PERIOD 3: Regional and Interregional Interactions – c. 600 C.E. to c. 1450 C.E.</p> <p>Key Concepts:</p> <p>3.1: Expansion and Intensification of Communication and Exchange Networks</p> <p>3.2: Continuity and Innovation of State Forms and Their Interactions</p> <p>3.3: Increased Economic Productive Capacity and Its Consequences</p>	<ul style="list-style-type: none"> • Focus Question: What were the consequences of the Bantu migration in Africa? <ul style="list-style-type: none"> • World Trade: System or Systems <ul style="list-style-type: none"> • Focus Question: To what extent do the sand, land, and sea routes constitute a single trade system? • Secondary Source: "Connections." • Summative Assessment: Silk Route simulation using tables of commodities, charts of monsoons, time tables, and maps. ▪ Environmental impact of communication and exchange networks <ul style="list-style-type: none"> • Focus Question: How does human activity spread disease? • Activity: Work through the Black Death DBQ with the class. ▪ The Rise of Islam <ul style="list-style-type: none"> • Focus Question: How did Islam's understanding of the unity in the Umma change to meet new cultural and political realities? • Primary Source: Hadith, Shia Creed, Sunni Creed ▪ East Asia <ul style="list-style-type: none"> • Focus Question: To what extent did the Sui, Tang, and Sung Dynasties continue the imperial policies of the Han? • Primary sources: From the reader "The human record." Paintings "A Banquet with the Emperor, At Table with the Empress, Solitary Reflection. • Secondary Source: History: Culture, Identity, and Global Community, In the Balance: Themes in Global History 922–29. ▪ Byzantium and Europe <ul style="list-style-type: none"> • Focus Question: To what extent was Christendom marked by diversity in the postclassical world? • Socratic Seminar: To what extent were Feudal Europe and the Byzantine Empire significant breaks from or continuations of the Romans Empire? ▪ Pastoral Peoples and Empires) <ul style="list-style-type: none"> • Focus Question: What impact did the Mongol Empire on World History. • Secondary Source: "Connections." ▪ Innovation in Economic Production <ul style="list-style-type: none"> • Focus Question: How did states regulate silk production and trade? • Summative Assessment: What role did Venice, Baghdad and Chang'an play in the trade networks during the time period? ▪ Religion and Social Hierarchy and Gender Roles <ul style="list-style-type: none"> • Focus Question: To what extent does religion reinforce or challenge gender and class systems? • Primary Sources: Classic of Filial Piety and The Customs of Various Barbarians • Secondary Source: "Ordering the World: Family and Household," 332–39. 	<p>12 days</p> <p>20% of AP World History Exam</p>
<p>PERIOD 4: Global Interactions – c. 1450 C.E. to c. 1750 C.E.</p> <p>Key Concepts:</p> <p>4.1: Globalizing Networks of Communication and Exchange</p> <p>4.2: New Forms of Social Organization and Modes of Production</p> <p>4.3: State Consolidation and Imperial Expansion</p>	<ul style="list-style-type: none"> • Globalization and Regional Impacts <ul style="list-style-type: none"> • Focus Question: How did globalization impact existing regional trade networks? • Secondary Source: In the Balance: Themes in Global History "Crucibles of Change: Landscapes, Material Culture, and Social Life after 1500." • Secondary Source: "Cycles of Silver: Global Economic Unity through the Mid-Eighteenth Century." • The Making of the Atlantic World <ul style="list-style-type: none"> • Focus Question: To what extent were the trans-Atlantic voyages a genuinely European endeavor? • Secondary Source: "Crucibles of Change: Landscapes, Material Culture, and Social Life after 1500." • Maritime Reconnaissance <ul style="list-style-type: none"> • Focus Question: How did the unique social, political, and economic factors affect a state's motivation for maritime activity? • Primary Source: Zheng He. Inscription of World Voyages (selections from) • Primary Source: Christopher Columbus' Journal of His first voyage (selections from) 	<p>12 Days</p> <p>20% of AP World History Exam</p>

	<ul style="list-style-type: none"> • New Institutions for a New Commercial World <ul style="list-style-type: none"> • Focus Question: How did joint-stock companies create new markets and insert themselves into existing regional markets. • Secondary Source: “Commerce and Change: The Creation of a Global Economy and the Expansion of Europe.” • The Columbian Exchange <ul style="list-style-type: none"> • Focus Question: How did the Columbian Exchange impact demographics and environments in Africa and the Americas? • Formative Assessment: In small groups, students create charts that provide detailed evidence of the significance of the Columbian Exchange and identify specific movements of flora, fauna, and diseases between the two hemispheres. They then individually build this evidence into a cohesive essay with a well-developed argument. • Labor and Production <ul style="list-style-type: none"> • Focus Question: How did new production methods alter labor in the Americas? • Secondary Source: Candice Goucher, Charles LeGuin, and Linda Walton, “Commerce and Change: The Creation of a Global Economy and the Expansion of Europe.” ▪ Elites and the New Economy <ul style="list-style-type: none"> • Focus Question: To what extent did profit-taking elites challenge older more established elite groups? • Secondary Source: “Crucibles of Change: Landscapes, Material Culture, and Social Life after 1500.” ▪ Continuities and Changes in Political Legitimacy <ul style="list-style-type: none"> • Focus Question: To what extent did methods of political legitimacy change and remain the same from the previous time period? • Primary Sources: Poetry by Shah Ismail; Winter Palace, the Taj Mahal, an Qing and Ottoman portraits. ▪ Gunpowder Empires <ul style="list-style-type: none"> • Focus Question: How were the gunpowder empires similar and different? • Activity: Students are to create a triple circle venn diagram with all three empires in it. ▪ State Rivalries and Piracy <ul style="list-style-type: none"> • Focus Question: What role did piracy play in the creation of the Atlantic Economy? • Secondary Source: Pirates then and Now 	
SEMESTER BREAK		
<p>PERIOD 5: Industrialization and Global Integration – c. 1750 C.E. to c. 1900 C.E.</p> <p>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</p>	<ul style="list-style-type: none"> • Industrialization <ul style="list-style-type: none"> • Summative Assessment: Unit project based on the Great Divergence including primary and secondary sources to explore the causes of Industrialization. • Project Question: Why did industrialization begin in Europe and not East Asia? • Industrialization and Global Trade <ul style="list-style-type: none"> • Secondary Source: Stearns, Peter. Globalization in World History • Focus Question: How did industrialization change the nature of global trade? • Industrialization and Finance <ul style="list-style-type: none"> • Secondary Source: Stearns, Peter. The Industrial Revolution in World History • Focus Question: How did industrialization create the need for new financial theories and institutions? • Industrialization and Technology <ul style="list-style-type: none"> • Focus Question: Explain how new transportation and communication technologies made industrialization sustainable? • Industrialization and Capitalism <ul style="list-style-type: none"> • Primary Source: Otto von Leixner's Letters from Berlin with Special Reference to Social Democratic Movements (1888-1891). • Focus Question: Explain how capitalism differed from financial systems in the previous time period? 	<p>12 Days</p> <p>20% of AP World History Exam</p>

	<ul style="list-style-type: none"> • Formative Assessment: Using the SOAPStone set of skills for primary source analysis, students analyze the Letters from Berlin for point of view, author's purpose, audience, and historical context. • The Development of Transoceanic Empires <ul style="list-style-type: none"> • Primary Source: Selections from Multatuli's Max Havelaar: Or the Coffee Auctions of the Dutch Trading Company (1860). • Focus Question: What strategies did European nations use to build their empires? • Imperialism and State Formation <ul style="list-style-type: none"> • Primary Sources: Proclamation of the Young Turks (1908) and Sakuma Shozan's Reflections on My Errors (1860). • Focus Question: How did other regions respond to the rise of European imperialism? • Creation of New Categories <ul style="list-style-type: none"> • Primary Source: Heinrich von Treischke's German History in the 19th Century (1879). • Focus Question: How did imperialism promote national and racial identities? • The Enlightenment and Revolutions <ul style="list-style-type: none"> • Primary Source: Jean-Jacques Rousseau's The Social Contract (1762). • Focus Question: To what extent did the Enlightenment challenge the power of traditional elites? • Rise of Nationalism <ul style="list-style-type: none"> • Focus Question: How did nation-states attempt to impose cultural uniformity? • Revolution and Reform in Empire <ul style="list-style-type: none"> • Secondary Source: Spence, Jonathan. God's Chinese Son: The Heavenly Kingdom of Hong Ziuquan, selections. New York: W. W. Norton & Company, 1996. • Focus Question: How did discontent in regions lead to rebellion against imperial rule? • Transnational Movements <ul style="list-style-type: none"> • Primary Source: E. Sylvia Pankhurst's The Suffragette (1911). • Focus Question: How did nationalism lead to new types of identities? • Migrants and Their Motivations <ul style="list-style-type: none"> • Focus Question: Compare the South Asian and East Asian motivations for emigration. • The Challenges of Migration <ul style="list-style-type: none"> • Focus Question: How did the Chinese develop and sustain overseas communities? • Summative Assessment: Analyze Chinese communities in Southeast Asia with Japanese communities in Hawaii. 	
<p>PERIOD 6: Accelerating Global Change and Realignment – c. 1900 C.E. to the Present</p> <p>Key Concepts: 6.1: Science and the Environment 6.2: Global Conflicts and Their Consequences 6.3: New Conceptualizations of Global Economy,</p>	<ul style="list-style-type: none"> • Science and the Promise of Progress <ul style="list-style-type: none"> • Focus Question: How did advancements in technology and medicine encourage the idea of progress? • Science and Humanity's Impact on the Environment <ul style="list-style-type: none"> • Secondary Source: Guha, Ramachandra. Environmentalism: A Global History, selections. Upper Saddle River, NJ: Pearson, 1999. • Focus Question: How did technology change the environment? • Science and Shifting Demographics <ul style="list-style-type: none"> • Focus Question: How did advances in farming and medicine alter demographics? Did Africa and Latin America benefit from these advances? • The Deconstruction of Empire <ul style="list-style-type: none"> • Secondary Source: James, Lawrence. Raj: The Making and Unmaking of British India, selections. New York: St. Martin's, 2000. and Tunzelmann, Alex von. Indian Summer: The Secret History of the End of an Empire, selections. New York: Picador, 2008. • Focus Question: To what extent is the fall of empire the result of global conflict? 	<p>12 Days</p> <p>20% of AP World History Exam</p>

Society, and Culture	<ul style="list-style-type: none"> • Anti-Imperialist Ideologies <ul style="list-style-type: none"> • Focus Question: To what extent is the fall of empire the result of ideology? • The Elusive Nature of Nationalism <ul style="list-style-type: none"> • Focus Question: To what extent was the transformation from colony to nation-state successful? • Global Conflict and the End of Progress <ul style="list-style-type: none"> • Secondary Source: Adas, Michael. Turbulent Passage, selections. Upper Saddle River, NJ: Pearson, 2008. • Focus Question: To what extent did global conflict end the hope for progress? • Forms of Protest <ul style="list-style-type: none"> • Primary Sources: Photographs by Thich Quang Duc and Gandhi's The Story of My Experiments with Truth (1927). • Summative Assessment: To what extent was Indian independence the result of nonviolence or British weakness after World War II? • Managing Economic Extremes <ul style="list-style-type: none"> • Focus Question: How effective were government policies in managing economic challenges? • International Organizations <ul style="list-style-type: none"> • Primary Sources: Universal Declaration of Human Rights (1948) and The World Bank's World Development Report (various years). • Focus Question: To what extent did international organizations promote stability? • Liberation Movements <ul style="list-style-type: none"> • Primary Source: Gutierrez, Gustavo. A Theology of Liberation: History, Politics, and Salvation. Translated by Caridad Inda and John Eagleson. Ossining, MD: Orbis Books, 1988. • Focus Question: How effective were liberation movements at improving human rights? • Pop Culture and Consumerism <ul style="list-style-type: none"> • Formative Assessment: Comparing "Spidermans" (North American and Latin American) To what extent is there a global popular culture? • Focus Question: To what extent does a global culture exist? • Socratic Seminar: To what extent was 1989 a turning point in world history?
----------------------	--

| AP WORLD HISTORY EXAM – 3 HRS 15 MIN |

Part I (worth 60% of total grade):

Part A: 55 stimulus-based multiple-choice questions, 55 minutes, 40% of total grade

Part B: Four short-answer questions (SAQ), 50 minutes, 20% of total grade

Part II (worth 40% of total grade)

Part A: Document-based question (DBQ), 55 minutes (includes 15-minute reading period), 25% of total grade

Part B: Long essay question (LEQ) selected from a pair, 35 minutes, 15% of total grade

Exam Scoring

5 = extremely well qualified

4 = well qualified

3 = qualified

2 = possibly qualified

1 = no recommendation

| A SPECIAL NOTE TO THE PARENTS/GUARDIANS |

- AP World History covers over 10,000 years, but the class is not just about content knowledge, it is also about crucial skills needed to pass the AP exam. You will be hearing a LOT about essays and essay writing.
- Workload can be overwhelming at times – parent support is important.
- We will discuss how to take notes from reading in class. It is important that students do their nightly reading assignments free from distractions (no texting, listening to i-pods, television, etc.).
- Aside from importance of AP exam, World History is a required course for graduation. Credit is great, but graduation should carry more weight.
- I highly recommend your student purchase a review guide for the exam.
- This class will be rigorous and challenging, but it will also be fun.

I have read the aforementioned course information, and agree to abide by all expectations as outlined by Banneker High School JA-MBA and Junior Achievement.

Student Name (print): _____

Student Signature: _____ Date: _____

Active Student Email Address: _____

Parent/Guardian Signature: _____ Date: _____

Active Parent Email Address: _____

Phone Number: _____