Pre AP World History

Pre AP World History Syllabus 2019-2020

The purpose of Pre AP World History is to lay a solid foundation for academic success not only in AP World History next year, but also in AP European History and AP United States History, which are formatted in the same way. In addition, since the College Board is in the process of redesigning a wide array of examinations in a similar manner, Pre AP World History should provide a good foundation for a wide variety of AP courses in different subject areas.

The new AP World redesign beginning with the 2020 examination will not test events prior to 1200. In chronological terms, this course will therefore focus on 10,000 BCE to 1500 (the Columbian Exchange). In effect, I will be teaching the first half of the AP World History course prior to the redesign beginning 2019-2020.

Considerable emphasis will be placed on skills required (1) for answering Stimulus Based Multiple Choice Questions (2) Short Answer Questions or SAQs (3) writing Document Based Questions or DBQs and (4) Long Essay Questions or LEQs.

Particular emphasis will be placed on developing skills such as outlining, note taking, constructing arguments and supporting the argument with relevant, accurate evidence as well as properly referencing source material.

In Pre AP World History you will develop a greater understanding of the evolution of global processes and contacts including interactions over time. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies.

Resources

Textbook:

Supplemental books:
• Andrea, Alfred and Overfield, James. The Human Record: Sources of Global History, Volumes I and II, Houghton Mifflin Company, 2005

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

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

Secondary sources:
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  Required to Purchase

  *World History: Preparing for the Advanced Placement Examination.  DeMoines, IA: Amsco School Publications.  2017*

  *Please note: the Amsco World History book is going into a new edition which reflects the new redesign. You need to obtain the 2017 edition. A good place to start would be someone who had AP World History last year.*

Materials
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  *One 1-2 inch three-ring binder*
  
  *6 subject dividers. You must keep an organized notebook*
  
  *Before tab 1: Class Syllabus*
  
  *Tab 1: Class Notes*
  
  *Tab 2: Handouts*
  
  *Tab 3: Vocabulary*
  
  *Tab 4: Stimulus Based Multiple Choice*
  
  *Tab 5: Document Based Questions*
  
  *Tab 6: Long Essay Questions*
  
  *Tab 7: Short Answer Questions*
  
  *Black or blue pens*
  
  *#2 pencils*
  
  *Multi-colored Highlighters*
  
  *Loose leaf paper*

Communication

I will create a class in Edmodo (www.edmodo.com) and will give you the information so that you can join the class. *This will be my most important means of*
communicating with you, since I typically post all assignments, notes, powerpoints and messages on that page.

Home Work Assignments

You will be expected to spend one hour per night on assignments for this class. Please check edmodo for important updates.

I will teach you the Cornell note taking system. I will expect you to take Cornell style notes both in class and for homework assignments.

Assessments

• Students may expect (announced or unannounced in advance) quizzes during any module
• Students may expect short answer questions (SAQs) during any module
• Students may expect either a long essay question (LEQ) or document based question (DBQ) during any module
• There will be a multiple choice examination every two or three chapters

Writing Assignments

Each unit includes writing assignments designed to develop the skills necessary for creating well-evidenced essays on historical topics highlighting clarity and precision.

Building good essay writing skills will be a major focus of this course. Some of the methods used will be Essay Modelling, Pre-Planning and Outlining, Thesis Paragraph Construction and Peer Evaluation.

“Stimulus Based Multiple Choice Questions”

“The multiple-choice section will consist of a number of sets of questions, with between two and five questions per set, that ask students to respond to stimulus material: a primary or secondary source, including texts, images, charts, graphs, maps, etc. This stimulus material will reflect the types of evidence that historians use in their research on the past. The set of multiple-choice questions about the material will draw upon knowledge required by the curriculum framework, and each question will address one of the learning objectives for the course. While a set may focus on one particular period of European history, the individual questions within that set may ask students to make connections to thematically linked developments in other periods.

Multiple-choice questions will assess students' ability to reason about the stimulus material in tandem with their knowledge of the historical issue at hand. The possible answers for
a multiple-choice question will reflect the level of detail present in the required historical developments found in the concept outline for the course.”

“Short Answer Questions

“Short-answer questions will directly address one or more of the thematic learning objectives for the course. At least two of the four questions will have elements of internal choice, providing opportunities for students to demonstrate what they know best. All of the short-answer questions will require students to use historical thinking skills to respond to a primary source, a historian's argument, nontextual sources such as data or maps, or general propositions about world history. Each question will ask students to identify and analyze examples of historical evidence relevant to the source or question; these examples can be drawn from the concept outline or from other examples explored in depth during classroom instruction.

“Long Essay Questions

“To provide opportunities for students to demonstrate what they know best, they will be given a choice between two comparable long essay options. The long essay questions will measure the use of historical thinking skills to explain and analyze significant issues in world history as defined by the thematic learning objectives. Student essays must include the development of a thesis or argument supported by an analysis of specific, relevant historical evidence. Questions will be limited to topics or examples specifically mentioned in the concept outline but framed to allow student answers to include in-depth examples of large-scale phenomena, drawn either from the concept outline or from additional topics discussed in the classroom.

“Document Based Questions

“The document-based question measures students' ability to analyze and synthesize historical data and to assess verbal, quantitative, or visual materials as historical evidence. As with the long essay, responses to the document-based question will be judged on students' ability to formulate a thesis and support it with relevant evidence.

“The documents in the document-based question are not confined to a single format, may vary in length, and are chosen to illustrate interactions and complexities within the material. Where suitable, the documents could include maps, charts, graphs, or pictures, as well as written materials. In addition to calling upon a broad spectrum of historical skills, the diversity of materials will allow students to assess the value of different sorts of documents.

“The document-based question will typically require students to relate the documents to a historical period or theme and, thus, to focus on major periods and issues. For this reason, outside knowledge beyond the specific focus of the question is important and must be incorporated into students' essays to earn the highest scores.” (AP World History Curriculum Framework 129)
AP World History Curriculum Framework

“The AP World History program outlined in [the] curriculum framework reflects a commitment to what teachers, professors, and researchers of history teaching and learning have agreed is the main goal of a college-level survey course in world history: students should learn to analyze and interpret historical facts and evidence in order to achieve understanding of major developments in world history.

To accomplish this goal, the curriculum framework defines concepts, skills, and understandings required by representative colleges and universities for granting college credit and placement. With the goal of practicing the kinds of thinking skills used by historians, students engage in study of primary and secondary source evidence, analyze a wide array of historical facts and perspectives, and express historical arguments in writing.” (AP World History Curriculum Framework 6)

There are four dimensions to the Curriculum Framework:

I. **Historical Thinking Skills** (HTS)
   A. Analyzing Historical Sources and Evidence
      1. Analyzing Evidence Content and Sourcing
      2. Interpretation
   B. Making Historical Connections
      1. Comparison / Contrast
      2. Contextualization
      3. Synthesis
   C. Chronological Reasoning
      1. Causation
      2. Patterns of Continuity and Change over Time (CCOT)
      3. Periodization
   D. Argumentation

There are five **Thematic Learning Objectives**

1. Interaction between humans and the environment (ENV)
2. Development and interaction of cultures (CUL)
3. State building, expansion and conflict (SB)
4. Creation, expansion and interaction of economic systems (ECON)
5. Development and transformation of social structures (SOC)

Students will need to understand Geographical Coverage: identifying five major geographical regions (Africa, Americas, Asia, Europe, and Oceania) as well as sub-regions within those five major regions.

The Concept Outline

The pre-Redesign 2.0 course divides World History into six chronological periods: The new Redesign will not test anything prior to 1200. Pre AP World History will focus on the period 10,000 BCE to 1450

Course Schedule

**Period I– Technological & Environmental Transformations to 600 B.C.E.**

Sources

- Bentley Chapters 1, 2, 3, 4, 5 and 6 pp.2-133
- Amsco Chapters 1, 2, 3 pp. 1-50
- Maps from the Textbook

Key Concepts

**1.1: Big Geography and the Peopling of the Earth**

I. Paleolithic migrations lead to the spread of technology and culture

**1.2: The Neolithic Revolution and Early Agricultural Societies**

I. Neolithic Revolution leads to new and more complex economic and social systems

II. Agricultural and pastoralism begins to transform human society

**1.3: The Development and Interactions of Early Agricultural, Pastoral, & Urban Societies**

I. Location of early foundational civilizations

II. State development and expansion

III. Cultural development in the early civilizations
Essential Questions

Module 1

• What were the characteristics of Paleolithic society?
• What role did technology play in the peopling of the earth?
• What evidence did technology play in the peopling of the earth?
• What evidence is used to create the “peopling of the earth” theory?
• What are some of the problems with this evidence?

Sources

• Bentley Chapter 1 pp. 2-25
• Amsco Chapter 1 pp. 1-16

Module 2

• What was the Neolithic Revolution and what were its effects?
• What were the pros and cons of being “civilized”?
• What were nomadic pastoral societies?
• What was their relationship with “civilized” societies?

Sources

• Bentley Chapters 2, 3, 4, 5 and 6 pp. 26-133
• Amsco Chapter 2 pp. 17-49

Period II–Organization & reorganization of Human Societies, 600 B.C.E.- 600 C.E.

(Six Week 9/29/2017-11/10/2017)

Sources

• Bentley Chapters 7, 8, 9, 10, 11 and 12 pp. 132-261
• Amsco Chapters 3-6 pp. 50-129
• Maps from the Textbook

Key Concept

2.1: The Development & Codification of Religious & Cultural Traditions
I. Codifications and further developments of existing religious traditions
II. Emergence, diffusion, and adaptation of new religious and cultural traditions
III. Belief systems affect gender roles
IV. Other religious and cultural traditions continue
V. Artistic expressions show distinctive cultural developments

2.2: The Development of States and Empires
I. Imperial societies grow dramatically
II. Techniques of imperial administration
III. Social and economic dimensions of imperial societies
IV. Decline, collapse, and transformation of empires (Rome, Han, Maurya)

2.3: Emergence of Trans-regional Networks of Communication & Exchange
I. The geography of trans-regional networks, communication and exchange networks
II. Technologies of long-distance communication and exchange
III. Consequences of long-distance trade

Essential Questions
Module 1
• What are the personal, social and political functions of religion?
• In what ways are the origins and tenets of the various Classical philosophy similar and different?

Sources
• Bentley Chapters 7, 8, 9, 10, 11 and 12 pp. 146-151, 153-166, 181-191, 202-214, 225-234, 245-250,
• Amsco Chapters 3-6 pp. 50-129

Module 2
• What is an empire?
• How were various Classical empires’ techniques of administration similar and different?

Sources
• Bentley Chapters 7 (pp 134-146), 8 (pp 152-172), 9 (pp 174-183), 10 (194-209), 11 (216-234)
• Amsco Chapters 3-6 pp. 50-129

Module 3
• How and why did communication and exchange networks emerge in Eurasia?
• What were the consequences of the emergence of communication and exchange networks in Eurasia?

Sources
• Bentley Chapter 12 (pp. 241-259)
• Amsco Chapters 3-6 pp. 50-129

Period III: Regional and Transregional Interactions, c. 600 C.E. to 1450

Sources
• Bentley Chapters 13, 14, 15, 16, 17, 18, 19, 20, 21 and pp. 262-505
• Amsco Chapters 7-14 pp. 129-275
• Maps from the Textbook.

Key Concepts

3.1: Expansion and Intensification of Communication and Exchange Networks

I. Improved transportation technologies and commercial practices and their influence on networks
II. Linguistic and environmental contexts for the movement of peoples

III. Cross-cultural exchanges fostered by networks of trade and communication

IV. Continued diffusion of crops and pathogens throughout the Eastern Hemisphere

3.2: Continuity and Innovation in State Forms and Their Interactions

I. Empires collapse and were reconstituted

II. Greater inter-regional contacts and conflict encourages technology and cultural transfer

3.3: Increased Economic Productive Capacity and Its Consequences

I. Increasing productive capacity in agriculture and industry

II. Changes in urban demography

III. Changes and continuities in labor systems and social structures

Essential Questions

Module 1 The Rise of Monotheism and the Transformation of Classical Cultural Traditions

• What is syncretism?

• How, why and to what extent did belief systems change in this period?

Sources

• Bentley Chapters 13 (pp. 275-286), 14 (pp 288-298), 15 (pp. 322-333), 16 (pp. 334-355)

• Amsco Chapters 7-14 pp. 129-275

Module 2 The Restoration of Order Across Afro-Eurasia

• How did Eurasian societies restore and maintain order from 500 CE to 1450?

• In what ways did techniques of imperial administration across Afro-Eurasia change from 500 CE to 1450?

• In what ways did they not change?

Sources
Module 3 Increased Productivity and the Expansion of Transregional Trade Networks

• What were the causes and consequences of increased production during the post-classical period?

• What were the causes and consequences of the expansion of communication and exchange networks across Afro-Eurasia?

Sources

• Bentley Chapters 13 (pp 262-274), 14 (pp 298-308), 15 (pp 312-322), 16 (pp 334-348), 17 (pp 362-375), 18 (pp 386-392), 19 (pp 402-409, 420-422), 20 (pp 426-441)

• Amsco Chapters 7-14 pp. 129-275

• Maps from the Textbook