# AP World History Syllabus



### Course Text and Other Readings:

*The primary text(s) are:*

###### Bentley, Jerry and Herbert Ziegler. Traditions & Encounters: A Global Perspective on the Past.

New York: McGraw-Hill, 2011. [CR1a]

Wood, Ethel. AP World History: An Essential Coursebook, Second Edition. Reading, Pennsylvania: WoodYard Publications

*Other text(s) are:*

###### Bulliet, Richard, Daniel R. Headrick, David Northrup, Lyman L. Johnson, and Pamela Kyle Stearns, Peter, Michael Adas, and Stuart B. Schwartz. World Civilizations: The Global Experience.

3rd ed. New York: Longman, 2001.

Stearns, Peter. World Civilizations: The Global Experience, AP Edition. 4th ed. New York: Prentice Hall College Division, 2005.

Spodek, Howard. *World’s History. Third Edition.* Upper Saddle River, NJ: Prentice Hall. Strayer, Robert W. *Ways of the World: A Global History with Sources. 2011*. Bedford/St.

###### Martin’s, Boston, New York.

Spielvogel, Jackson J., William J. Duiker*. World History. Fifth Edition*. United States: Thomson Wadsworth.

*\*\*Parts of lessons and information will be taken from several other textbooks and students will be expected to read eight works of fiction/non-fiction throughout the course of the year.*

*(Separate handout is attached.)*

***Primary Source Collections (not all sources are included)***[CR1b]***:***

###### Sherman, Dennis. World Civilizations: Sources, Images, and Interpretations, Volume 1. New York: McGraw-Hill, 2000. \*CR1b: textual+ •

* Sherman, Dennis. World Civilizations: Sources, Images, and Interpretations, Volume 2. New York: McGraw-Hill, 2000. [CR1b: textual]
* Andrea, Alfred J., James H. Overfield. *The Human Record. Fifth Edition. Volumes I & II*. Boston: Houghton Mifflin.
* Reilly, Kevin. *Worlds of History, A Comparative Reader. Second Edition. Volumes 1 & 2*. New York: Bedford/St.Martin’s.
* Adams, Paul V., Erick D. Langer, Lily Hwa, Peter N. Stearns, Merry E. Wiesner-Hanks*. Experiencing World History.* New York: New York University Press*.*
* Sherman, Dennis, David Rosner, A. Tom Grunfeld, Gerald Markowitz, and Linda Heywood. *World Civilizations: Sources, Images, and Interpretations. Volumes 1 & 2*. New York: McGraw- Hill.

###### AP World History Released Exams. (College Board).

* Hudson, John C., Espenshade, Jr., Edward B., *Goode’s World Atlas*. 20th Edition. Rand McNally.

###### Christian, David. Maps of Time: An Introduction to Big History. University of California Press, 2005.

* Diamond, Jared. Guns, Germs, and Steel, DVD.
* Kishlansky, Mark A. Sources of World History, Volumes I and II, 2005.
* McNeill, John, and William Hardy. The Human Web: A Bird’s-Eye View of World History. Maple-Vail Manufacturing Group, W.W. Norton & Company, New York, New York, 2003.
* “Ancient Civilizations Series,” History Channel, DVD (Multiple subjects), International Masters Publishers, Inc.

**Course Purpose and Description**

AP World History is a ***college-level*** survey course that introduces students to world civilizations and cultures. It is part of a cooperative endeavor by high schools, universities, and the College Board to provide highly motivated and talented students the challenge and opportunity to earn college credit during their high school years. This course is likely to be the very first AP course that high school students will take since it is often offered to sophomores.

The purpose of this AP World History course is to develop greater understanding of the evolution of global processes and contacts in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. It emphasizes relevant factual knowledge used in conjunction with leading interpretive issues and types of historical evidence. The course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage. Periodization, explicitly discussed, forms an organizing principle for dealing with change and continuity throughout the course. Specific themes provide further organization to the course, along with consistent attention to contacts among societies that form the core of world history as a field of study. *apcentral.collegeboard.com*

Furthermore, the Advanced Placement Program (AP) offers a course and exam in World History to qualified students who wish to complete studies in secondary school equivalent to an introductory college course in world history. The AP World History Exam presumes at least one year of college-level preparation, as it is described here.

The AP National Exam is in May. All students who are enrolled in this course must take the exam. The test is comprehensive covering material from the entire year. Students should maintain a notebook, participate in any reviews after school, form study groups, and work in review books on their own. Final responsibility for preparing and passing the exam is the student’s. Specific review information for this test will be taught, utilized, and reviewed. (A booklet of information will be provided for each student.)

AP World History is structured around the investigation of five themes, each emphasizing nineteen key concepts that cover the above six distinct chronological periods. This method will show that the study of history should be a sophisticated quest for meaning about the past, beyond the effort to collect and memorize information. The course will continue to deal with facts such as names, chronology, events, and will also emphasize historical analysis.

###### Course of study will be broken into the following categories of historical periods:

|  |  |  |
| --- | --- | --- |
| **6 Chronological Periods—divides****history into manageable “chunks”** |  |  |
| **Period Title** | Date Range | Weighting |
| **Period 1: Technological & Environmental Transformations** | To 600 B.C. | 5% |
| **Period 2: Organization & Reorganization of Human Societies** | c.600 B.C. – c. 600 A.D. | 15% |
| **Period 3: Regional & Transregional Interactions** | c. 600 A.D. – c. 1450 | 20% |
| **Period 4: Global Interactions** | c. 1450 – c. 1750 | 20% |
| **Period 5: Industrialization & Global Integration** | c. 1750 – c. 1900 | 20% |
| **Period 6: Accelerating Global Change and Realignments** | c. 1900 – Present | 20% |

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| --- |
| **HISTORICAL THINKING SKILLS** |
|  |
| **1. Analyzing Historical Sources and Evidence** |
| **2. Making Historical Connections** |
| **3. Chronological Reasoning** |
| **4. Creating and Supporting a Historical Argument** |

***Themes and AP World History***

* + **Interaction between Humans and Environment**
	+ **Development and Interaction of Cultures**
	+ **State Building, Expansion, and Conflict**
	+ **Creation, Expansion, and Interaction of Economic Systems**
	+ **Development and Transformation of Social Structures**

###### Because students in this course must learn to view history thematically, and the themes provide a way to organize comparisons and analyze change and continuity over time, all history study will be tied back to the themes using the

**“SCRIPTED” acronym:**

*SOCIAL—class, gender, inequality*

*CULTURAL—cultures, intellectual, artistic, family, lifestyles* RELIGIOUS—religion, philosophy

*INTERACTION—war, diplomacy, trade, exchanges, movement* POLITICAL—political culture, political parties, organization, state structure TECHNOLOGICAL—industry, business, agriculture

*ECONOMICAL—economic systems, business organizations, labor & labor organizations* DEMOGRAPHICAL—demography, environment, human impact, geography, region, agriculture

## *Grades* will consist of but not be limited to:

###### \*\*Timed tests and essays, geography tests, writing samples, book analyses, daily writing exercises, *SOAPPSTone* and *OPTIC* exercises (these are methods used to analyze primary source documents and data and were designed by Paul W. Philp of Texas), individual assignments, mini-projects, regular creative and critical thinking projects, and writing projects.

\*\*Students will be expected to keep a notebook and a writing journal.

\*\*Some assignments will be counted as a “test grade” which accounts for 2/3 of the overall grade in the course, and some assignments will be counted as a “daily grade” which accounts for 1/3 of the overall grade in the course. Students will be made aware of what assignments/activities are for test grades or daily grades before beginning an assignment.

\*\*There will be no minimum or maximum number of test scores or daily grade scores that will be assigned in any given semester

\*\*Students will be given some larger assignment outlines and due dates ahead of time so that they can prepare for these.

**Grade Outline**

1. Skill-building exercises to hone the student’s abilities to analyze and interpret primary sources and a variety of documents, maps, table, works of art, and other such materials [CR1b], [CR4], [CR6].

*Ex: The student will use the methods of analyzation using the given guidelines of a SOAPSSTone, OPTIC, and the “SCRIPTED” acronyms in order to thoroughly examine source materials. (These methods were devised and implemented by Paul W. Philp.) Students will be given the basic outline of social, political, cultural, economic, and intellectual areas in which to address historical material. (Attached)*

1. Analytical and interpretive essays particularly instructing the student how to write the DBQ and Continuity and Change Over Time (CCOT) essays required within the course and that are present in the end-of-course exam. In addition, the student will be given a “General Information Packet” containing all instructions and “Do’s and Don’ts” of taking the end-of-course exam. The students are to independently study these and use them for reference if needed while completing the assigned exercises. Students will also grade one another’s DBQs, COTs and short answer comparison questions using the rubric used to score the actual essays so that they will synthesize the information and be able to perform the correct actions while writing their own essays[CR7], [CR6].

*Ex: The student will write many DBQ exercises, Change Over Time exercises, short answer exercises and all will cover current material being studied at the time. At least one of each of these exercises will be assigned for each period of study (Attached).*

1. The use of traditional classroom discussion, teacher lecture, and student participation/explanation will be used [CR7], [CR15].

*Ex: The classroom will discuss historic material from each period studied and will be asked to participate in debates, discussions, pro and con interactions with other students, and will be given regular essay or multiple choice format exams on the material. These discussions will focus on the overarching themes and discussion of such.*

1. Independent studies, “work packets,” and creative projects will be given as assignments to do at home over a period of time for submission during the course of the year.

*Ex: “Modern History: 1900 to the Present” packet is given to the students the first semester for completion before the end of the first semester. It consists of terms to define concerning the modern history period, short answer questions about the period, essay questions about the period, and three short narratives of the modern history period subject of the student’s choice. (Most were taken directly from Spielvogel’s test exam bank CD and compiled together to form a packet.) Many “creative projects” will be assigned for during the semester in which the student may choose or will be given the subject matter and after careful study and preparation presents a product which represents the learning. (Posters, games, drawings, paintings, sculpture, sewing projects, etc... have all been submitted and displayed by our school in the past.) As always, the student will be directed to use the methods of comparison and contrast, interaction, change and continuity, impact of technology, and social, intellectual, cultural, political, and economic structure of civilizations and states.*

1. Eight book analyses will be required throughout the school year so that the student is exposed to historical works of fiction and non-fiction. Specific guidelines are to be followed and the book analyses are not to be treated as a “book report,” but rather a vehicle for the student to hone skills of analyzation and recognize symbolism, hidden agendas, author biases, and to gain historical insight into situations and periods that are relevant to the student learning [CR16], [CR15], [CR9].

*Ex: The student is required to read one classic per 4 ½ week period. The analysis consists of a short summary and then a two- page analyzation of characters, plots, symbols, motifs, etc. APA format is used for referencing. Not only does this expose the student to the classics, but it also meets our school’s requirements of the* ***Accelerated Reader Program*** *and shows to improve literacy scores. Our school employs the policy of “Writing Across the Curricula” and this offers much needed practice and skill- building in these areas. (Reading list attached.)*

1. Direct practice of sample end-of-course tests are given per each nine weeks throughout the course. In addition to classroom work on the test material, students are given practice samples to work on at home. Some of these will be taken for daily grades and some will not.
2. Various types of media will be used to enhance classroom learning during the course of the school year [CR1b], [CR6], [CR4]. *Ex: They may include but not be limited to the use of overhead materials, books, Videos, DVDs, pieces of artwork, class trips, classroom guest speakers, Powerpoint presentations and the students themselves preparing and teaching small lessons to the class.*
3. Students will keep a notebook containing all work so that it may be used for review before the test [CR1b], [CR6].

*Ex: All writing samples, notes, SOAPSStone, OPTIC, document grouping, DBQs, COTs, COMPs, and book analyses, along with all other information will be kept in an orderly fashion of the student’s choosing. That collection of materials may also be used as a portfolio for the student.*

1. Students will be expected to keep up with the corresponding unit reading in the text and any other outside reading assigned or presented to the student that deals with the unit scope of information [CR7], [CR9], [CR11].

*Ex: Students are assigned certain chapters of the text that correspond to the unit information being taught. Oftentimes students are given photocopies of parts of books, etc., that go along with the material as well. Sometimes writing assignments such as narratives, essays, overviews, or outlines will be assigned with the reading.*

1. Students will be introduced to and given many opportunities to study geography, particularly political, topographical, and specialty maps. Each unit will include geographical maps and information to go along with the study of the historical content of the area [CR1b].

*Ex: Each student is given a “geography pack” that will cover all basic geography of the areas. They will identify rivers, landforms, states, areas, etc., for each period in time and analyze changes that occur from past to present in a certain period.*

**World History AP Pacing Guide Period: 1**

###### Dates: 8000 B.C.E. to 600 B.C.E. [CR2]

* + Unit 1: Early Civilizations Chapters: 1-6; *Unit 1: Chapters 1, 2 (Wood)*

###### [CR2] — Each of the course historical periods receives explicit attention.

**Period: 2**

Dates: 600 B.C.E. to 600 C.E. [CR2]

* + Unit 2: Classical Societies – China and India [CR5c]; *Unit 2: Chapters 3,4 (Wood)*

###### Unit 3: Classical Societies – Mediterranean

* + Unit 4: The Fall of the Classical World Chapters: 7-8, 10-11
* [CR2] — Each of the course historical periods receives explicit attention.
* [CR5c] — The syllabus must show explicit coverage of Asia in more than one unit of the course.

**Period: 3**

Dates: 600 C.E. to 1450 C.E. [CR2]

* + Unit 5: America before Conquest; *Unit 3: Chapters 5-9 (Wood)*

###### Unit 6: Islam

* + Unit 7: Middle Ages – Europe and Japan
	+ Unit 8: Mongols and the Renaissance [CR5c] [CR5e] Chapters: 9, 12-19
		- [CR2] — Each of the course historical periods receives explicit attention.
		- [CR5c] — The syllabus must show explicit coverage of Asia in more than one unit of the course. [CR5e] — Europe must be specifically addressed in more than one unit of the course, but no more than 20 percent of course time is devoted specifically to European history.

**Period: 4**

Dates: 1450 C.E. to 1750 C.E. [CR2]

* + Unit 9: The World Economy; *Unit 4, Chapters 10-14 (Wood)*

###### Unit 10: Early Latin America and the Impact of the Atlantic Slave Trade on Africa [CR5a]

* + Unit 11: Sea-Based Empires – Spain, Portugal, and the Dutch
	+ Unit 12: Gunpowder Empires – Russia, Ottoman, Ming, and Mughal
	+ Unit 13: Societies at a Crossroads [CR5b] Chapters: 20-29
* [CR2] — Each of the course historical periods receives explicit attention.
* [CR5a] — The syllabus must show explicit coverage of Africa in more than one unit of the course.
* [CR5b] — The syllabus must show explicit coverage of the Americas in more than one unit of the course.

**Period: 5**

Dates: 1750 C.E. to 1900 C.E. [CR2]

* + Unit 14: The Industrial Revolution; *Unit 5, Chapters 15-19 (Wood)*

###### Unit 15: Atlantic Revolutions

* + Unit 16: Imperialism in Africa, Asia, and Oceania [CR5a] [CR5d] Chapters: 30-32
* [CR2] — Each of the course historical periods receives explicit attention.
* [CR5a] — The syllabus must show explicit coverage of Africa in more than one unit of the course.
* [CR5d] — The syllabus must show explicit coverage of Oceania in more than one unit of the course.

**Period: 6**

Dates: 1900 C.E. to present [CR2]

* + Unit 17: Twentieth Century Conflicts – World War I and World War II, Including the Pacific Theater [CR5d]; *Unit 6, Chapters 20-22 (Wood)*

###### Unit 18: Revolutions Second Phase

* + Unit 19: A Bi-Polar World – Twenty Contemporary World Issues Chapters: 33-37
* [CR2] — Each of the course historical periods receives explicit attention.
* [CR5d] — The syllabus must show explicit coverage of Oceania in more than one unit of the course

**EXAM REVIEW—Matching, DBQ, CCOT, Short Answer**

**Key Concepts/Instruction Guide with Student Activities**:

Nineteen key concepts explain the required depth of knowledge for the AP World History course. Each of the Units will contain several opportunities to practice DBQ, Comparison/Contrast (short answer), and Continuity/Change over Time methods and essays. These key concepts are included with each unit as described in this syllabi along with the time periodization to which it belongs:

Course Schedule Note: The sections entitled “Selected Activities and Assessments” do not list every assignment or assessment; rather they act as a highlighted sampling for each unit. Nor are the sections entitled “Supplemental Readings and Sources” and “Alternate Readings” exhaustive.

**UNIT 1: Technological and Environmental Transformations, Beginnings of History to 500 BC**

Key Concept 1.1 Big Geography and the Peopling of the Earth

Key Concept 1.2 The Neolithic Revolution and Early Agricultural Societies

Key Concept 1.3 The Development and Interactions of Early Agricultural, Pastoral, and Urban Societies

*Topics: Prehistory, Nomads to Agricultural and Pastoral Societies, Neolithic Revolution, Anthropologists,* Archaeologists, River Valley Civilizations, Early Civilizations

*Focus On: Civilization*

*Supplemental Readings and Sources:*

* + Early Aboriginal rock art
	+ Hunter-gatherer cave art [CR1b: visual]
	+ “Epic of Gilgamesh” in Strayer’s Ways of the World, Chapter 3
	+ “The Law Code of Hammurabi” (excerpts)
	+ “Book of the Dead” (excerpts)
	+ Early creation stories including: “The Kabyl Story” (Sahara),
	+ “A Babylonian Story” (Mesopotamia), and “The Mayan Story, from Popul Vuh” (Mesoamerica) drawn from Stearns’ World History in Documents: A Comparative Reader;
	+ “Genesis 1-3” (Hebrew); “Pan Gu and Nu Wa” (China); “Four Creations” (Hopi); “Odin and Ymir” (Norse); “Separation of Heaven and Earth” (Maori); “Origin of Japan and Her People” (Japan); “Creation of and by the Self” (India); and “Death, Life, and Death” (Guinea)

**Selected Activities and Assessments**

* ***"The Teacher Must Be Crazy"***

*After viewing the film "The Gods Must Be Crazy," students will identify and analyze bias and* misunderstanding within cultures. They will create a project based upon their interpretation of the film (most view it as a true documentary rather than the "mocumentary" that it is). They then will view the documentary based on the film called "Return to Nyae Nyae" and create another project focusing on gender roles and how they may or may not have been misguided by the original work [CR 7][CR5a].

* *"Where and when in the world is ?"--Each student will be given an early civilization to research and present. Civilizations used are Mesopotamia, Egypt, Indus Valley, Huang He Valley (Shang), Mesoamerica, Mycenae, Minoan. They will include the common civilization characteristics and unique situation/culture of each [CR 7], [CR8], [CR12].*
* *DBQ, Change/Continuity Over Time, Comparison/Contrast (short answer)--The students will demonstrate information learned from lessons/projects by completing the above free-response types of writing over subject matter contained in Unit 1 [CR15], [CR16].*
* *Quantitative Data Interpretation--Egyptian wall paintings from the Tomb of Menna, Illustration 1-3, page 11 of World Civilizations, Sources, Images, and Interpretations, Sherman, et. al.., Volume I, using the OPTIC [CR1b: quantitative].*
* *Quantitative Data Interpretation--Egyptian Mathematics--Calculating Ancient Egyptian Numbers, using:*[*www.aldokkan.com/science/hieratic.jpg*](http://www.aldokkan.com/science/hieratic.jpg) *OPTIC [CR1b: quantitative]*
* *Scholarly Monograph Investigation--Selected excerpts from "The Changing Environment of Southeast Asia, Chapter 1," Figure 1.2, Oceania, Southeast Asia. Geography.* [*www.sarcs.org.*](http://www.sarcs.org/) *[CR5d]*
* *Using the textbooks and the internet, students will explaore how the findings of archeologists and anthropologists have contributed to our knowledge of any of the following river valley civilizations: Egypt, Mesopotamia, Mesoamerica, Indus Valley, or Shang Civilizations [CR 16], [CR9].*
* *Parallel Reading--Students will read Ch. 3 of The Human Web and trace the development of civilization in each region utilizing a linear thematic organizer for note-taking and a circular organizer for the big picture. Evaluate the periodization in Ch.3—i.e. the use of 200 CE as a break as opposed to the periodization of the course curriculum [CR14], [CR9], [CR2]* ***.***
* *OPTIC (Overview, Parts, Title, Interrelationships, Conclusion) exercise to analyze the woodcut Columbus’ The Noble Savage--The Family Dinner” \*CR1b: visual+*
* *Aztec Art Primary Source Analysis --Students analyze and assess the clash of cultures that took place during Spanish colonization of Mexico from the Aztec perspective. They then evaluate the strengths and limitations of using visual sources. Using only these sources, students write a narrative of the Spanish invasion of Mexico. [CR1b: visual], [CR16].*
* *Hammurabi’s Code Simulation --Students role-play village elders of a Mesopotamian city and render legal decisions based upon “eye for an eye” principles, then compare their decisions with corresponding selections from Hammurabi’s Code [CR4.]*
* *Primary Source Workshop — Interpreting Art (Theme 2): After practicing as a class with Paleolithic cave art, students individually analyze Paleolithic and Neolithic art from Australia (Aboriginal cave paintings), Catalhuyuk (Mother Goddess statue), and Europe (Willendorf Venus and Stonehenge standing stones) and practice how to discern cultural values and religious beliefs [CR4] [CR5d].*
* *Interpreting Historical Analysis -- Students read selections from The Histories by Herodotus and then annotate and identify examples of author’s point of view, especially as it relates to the Persian Wars. Students will also analyze the source for author’s purpose, audience, and historical context [CR6].*
* *Skloot, Rebecca, “The Immortal Life of Henrietta Lacks” (excerpts)-- Students prepare an ethical argument either FOR or AGAINST the use of the HeLa cells, including issues of the time period, race, socio-economic status, and gender bias. Thesis writing will be utilized [CR 11], [CR15], [CR16], [CR3].*

UNIT 2: Organization and Reorganization of Human Societies, 500 BC to 500 AD

Key Concept 2.1 The Development and Codification of Religious and Cultural Traditions Key Concept 2.2 The Development of States and Empires

Key Concept 2.3 Emergence of Transregional Networks of Communication and Exchange

*Topics: Classical Civilizations, Belief Systems, Early Trade* Focus On: Religion, Migrations, Trade

*Supplemental Readings and Sources:*

* + Tao Te Ching (excerpts)
	+ “Four Noble Truths” (excerpts) in Stearns’ World History in Documents: A Comparative Reader, Chapter 7
	+ Confucius’s “The Analects” (excerpts)
	+ “Bhagavad Gita” (excerpts) in Strayer’s Ways of the World, Chapter 5
	+ Chinese Legalism (excerpts)
	+ Plato, Allegory of the Cave
	+ Sermon on the Mount, Holy Bible
	+ Ban Zhao, “Admonitions for Women” (excerpt) in Stearns’ World History in Documents: A Comparative Reader, Chapter 5

**Selected Activities and Assessments**

* *Religion Project--Each student will be assigned a teaching unit based upon one of the following religions/philosophies: Christianity, Judaism, Daoism, Buddhism, Hinduism, Confucianism, Animism. The assignment is to research the religion/philosophy and present it to the class as one who practices the religion. Then the student must 'teach' the idea to the other students [CR3], [CR7].*
* *Group Assignment-- Each group will chart Rome and Han China as "earlier" and "later" empires as to the following aspects: date, political system, elite power, rulers, social, family, religion, trade, expansion, success, citizenship, and decline [CR3], [CR11], [CR12], [CR13].*
* *DBQ, Change/Continuity Over Time, Comparison/Contrast (short answer)--The students will demonstrate information learned from lessons/projects by completing the free-response types of writing over subject matter contained in Unit 2 [CR15], [CR16].*
* *Quantitative Data Interpretation--Comparison/Contrast of Religious Scripts--Zorastrian--Avestan, Pahlavi, Old Persian;* [*www.avesta.org.*](http://www.avesta.org/) *[CR16], [CR9].*
* *Quantitative Data Interpretation--Religious Timeline, by Dr. Pallan Ichaporia, 1997,* [*www.avesta.org,*](http://www.avesta.org/) *OPTIC [CR1b], [CR6].*
* *Scholarly Monograph Investigation: Selected excerpts from "Comparison of the Conceptualization of Wisdom in Ancient Indian Literature with Modern Views," Jeste and Vahia, 2008,* [*www.ncbi.nlm.nih.gov/pmc/articles,*](http://www.ncbi.nlm.nih.gov/pmc/articles) *[CR13].*

UNIT 3: Regional and Transregional Interactions, 500 to 1450 AD

Key Concept 3.1 Expansion and Intensification of Communication and Exchange Networks Key Concept 3.2 Continuity and Innovation of State Forms and Their Interactions

Key Concept 3.3 Increased Economic Productive Capacity and Its Consequences

*Topics: Byzantium, Germanic Tribes, Dar-al Islam, Americas, Crusades, Sui, Tang, Song, Ming Empires, Delhi* Sultanate, Turkish, Mongols, African Kingdoms, Moche, Ghengis Khan, Polynesians, plague

*Focus On: Islam, Aztec, Inca, Maya, Indian Ocean Trade Routes, Feudalism*

*Supplemental Readings and Sources:*

* + Huili, “Biography of the Tripitaka Master” in Strayer’s Ways of the World, Chapter 8
	+ Xuanzang, “Record of the Western Region” in Strayer’s Ways of the World, Chapter 8
	+ Marco Polo, “Travels” (excerpts); Ibn Battuta, “Travels in Asia and Africa” (excerpts)
	+ The Quran” (excerpts)
	+ “The Hadith” (excerpts); “The Sharia” (excerpts)
	+ “The Secret History of the Mongols” in Strayer’s Ways of the World, Chapter 12
	+ Chinggis Khan, “Letter to Changchun” in Strayer’s Ways of the World, Chapter 12
	+ “The Chronicle of Novgorod” in Strayer’s Ways of the World, Chapter 12
	+ William of Rubruck, “Journey to the Land of the Mongols” in Strayer’s Ways of the World, Chapter 12
	+ Examples of Byzantine, Muslim, and Chinese art

**Selected Activities and Assessments**

* *Story of Islam--Each student will be assigned to research Islam and it's origins and reasons why the government of Islamic states are steeped in it. Must include the reasons for the fractious states, differences, and causes/consequences of the spread of Islam [CR3], [CR12].*
* *Contextualization--In a short-answer question, students address how Buddhism changed and accommodated itself to local contexts and cultural practices as it spread to China and through it to Korea, Japan, and Vietnam [CR9], [CR5c], [CR10].*
* *Roman Catholicism vs. Greek Orthodoxy--The student will trace each type of denomination's beliefs and spread through a project of his or her own conception. To include the modern-day denominations/sects/cults as well [CR12], [CR13].*
* *Compare Modes of Trade-- Silk Route, Indian Ocean Route, Trans-Saharan Trade Route. Student follows each by means of poster through time from approx 300 BCE-400CE listing those who used the route, what was carried on the route and to what locations did the route cover or make contact. Aspects of Cultural diffusion must be included [CR9], [CR12], [CR13].*
* *DBQ, Change/Continuity Over Time, Comparison/Contrast (short answer)--The students will demonstrate information learned from lessons/projects by completing the above free-response types of writing over subject matter contained in Unit 3 [CR16].*
* *Compare/Contrast types of feudalism in Japan vs. Europe; Compare/Contrast Amerindian Societies [CR3], [CR5b], [CR15], [CR16].*
* *Continuity/Change over Time--Aztec and Inca Empires and how they represented the culmination of a long developmental process beginning before 1000 BC and ending in an imperial state by the 1500's [CR5b], [CR9], [CR12].*
* *Quantitative Data Interpretation--Using pictures found via internet or primary sources, textbooks available to you, examine the pyramids of the Aztec, Inca, and Maya. Give specific examples of how these pyramids compare and contrast from other similar symbols of worship or veneration of rulers/leaders in other parts of the world [CR5b], [CR11], [CR13], [CR16].*
* *Using the primary sources and your textbook, along with internet research, Compare and Contrast slavery in various parts of the world during this Period. Be sure to include actions of Great Britain, the American Colonies, Islamic Communities, and the areas of Oceania, specifically Polynesian and Micronesian peoples [CR3], [CR5d], [CR10], [CR16].*
* *Students are asked to evaluate the applicability of the labels ‘medieval’ and ‘postclassical’ to the period between 500 and 1450 CE in World History. What would each term representatively mean? [CR16]*
* *Jigsaw Activity-- Students become an “expert” for a single primary source relating to Mongol rule. They then share their analysis and findings in mixed groups and then together they make conclusions. Sources include Paul Kahn’s The Secret History of the Mongols: The Origin of Chinggis Khan (Boston: Cheng & Tsui, 2005); Chinggis Khan, “Letter to Changchun;” “The Chronicle of Novgorod, 1016-1471;” and William of Rubruck’s “Journey to the Land of the Mongols.” [CR3], [CR15].*
* *Comparative Analysis-- Students read, respond to questions, and make comparisons using primary sources written by travelers venturing into foreign lands (Xuanzang, Marco Polo, Ibn Battuta). [CR5c]*

UNIT 4: Global Interactions, 1450 to 1750

Key Concept 4.1 Globalizing Networks of Communication and Exchange

Key Concept 4.2 New Forms of Social Organization and Modes of Production Key Concept 4.3 State Consolidation and Imperial Expansion

Topics: Beginning of the Age of Exploration, Renaissance, Ming, Qing, Japanese Shogunates, Trading Networks, Maritime Expansion, Continued Cultural Diffusion, Islamic Trade Routes, technological advances, Beginning of Industrialization, Columbian Exchange

Focus: Trading Goods and Cultures; rise of Maritime empires , Changing gender roles

*Supplemental Readings and Sources:*

* + Crosby, Alfred. The Columbian Exchange: Biological and Cultural Consequences of 1492. Westport, CT: Praeger, 2003.
	+ Crosby, Alfred. Ecological Imperialism: The Biological Expansion of Europe, 900-1900. New York: Cambridge University Press, 2004.
	+ Kirch, Patrick. “Controlled Comparison and Polynesian Cultural Evolution.” In Natural Experiments of History, edited by Jared Diamond and James A Robinson. Cambridge, MA: Belknap Press, 2010.

**Selected Activities and Assessments**

* *Triangular Trade Route--The students will be grouped together Powerpoint presentation focusing on cultural diffusion, goods (both human and produced), and effects of this trade route [CR12].*
* *Mapping Exercise--Including the map-making industry, learn Robinson Projection, Mercator, and Azimuthal, history of maps. Depict a map following the various trade routes utilized in the area of Oceania [CR5d], [CR6].*
* *Compare/Contrast--Ruling dynasties of early modern Western Europe and their growth and influences on the western world [CR12].*
* *Continuity/Change over Time--Changes in government, economy, society that began in the Middle Ages and let to industrial and political revolution [CR5c], [CR15], CR13].*
* *Quantitative Data Interpretation--Using Strayer's "Ways of the World," prepare a simple outline of Renaissance Monarchies and the impact of each on either social, economic, technological, or cultural aspects of exchange in the period from 1450-1750 [CR10].*
* *Quantitative Data Interpretation--Using Kishlansky's Volume II, compare and contrast by explanations of belief systems "The New Science" on p. 399. What social and cultural impact would Copernicus' findings have on the world at this period? [CR10].*
* *Scholarly Monograph Investigation: Using reputable sources from either the library or internet (cite sources) expound upon the differences between Japanese Shogun as a military dictator to those in either the past (such as Roman emporers or Egyptian pharoahs) or the future (such as Facist or Nazi, Totalitarian). Present a power point on this subject [CR5c], [CR3], [CR12], [CR9].*
* *Discussion: Does the label “Renaissance” apply to members of the lower classes in late medieval Europe? Are there other “Renaissances” in other parts of the world? If so, how might this change our understanding of this term as a marker of a particular period in time? [CR5e]*
* *Students compare the appropriateness of 1450 to 1750 CE as threshold dates for the early modern period in both Western and World History by drawing a timeline representing other important dates. Why does one think that historians may have chosen the above dates as threshold dates? Give examples. [CR5e], [CR14].*

**UNIT 5: Industrialization and Global Integration, 1750 to 1900** Key Concept 5.1 Industrialization and Global Capitalism Key Concept 5.2 Imperialism and Nation-State Formation Key Concept 5.3 Nationalism, Revolution, and Reform Key Concept 5.4 Global Migration

Topics: Age of Revolutions: English, Scientific, American, French, Haitian, Latin America, Building of Nations, Economic Transformation, Changes in Demography of the World

Focus: Imperial China's decline, rise of Imperial Japan, Causes/Effects of the Industrial Revolution

*Supplemental Readings and Sources:*

* + John Locke, A Letter Concerning Toleration (1689) (excerpt)
	+ Jean-Jacque Rousseau, Social Contract (1762) (excerpt)
	+ Voltaire, Candide (1759)
	+ Declaration of Independence (1776)
	+ Declaration of the Rights of Man and of the Citizen (1895)
	+ Preliminary Declaration by Haitian Leaders (excerpt)
	+ Mary Wollstonecraft, A Vindication of the Rights of Women: With Strictures on Political and Moral Subjects (1792) (excerpt)
	+ Adam Smith, Wealth of Nations (1776) (excerpt)
	+ Karl Marx, The Communist Manifesto (1848) (excerpt)
	+ Achebe, Chinua. Things Fall Apart. New York: Anchor Books, 1958.

**Selected Activities and Assessments**

* *Students will produce a Powerpoint presentation or a piece of artwork that either represents or explains the effects/conflicts and aftermath of the Opium War both on European nations and China [CR1b], [CR8], [CR9], [CR12].*
* *Mapping Exercise--Revolutions! Groups of students will produce a GeoHistogram of the revolutions between 1750 and 1870 according to the topics of political, social, and economic change and region (CR1b], [CR7], [CR11].*
* *Compare/Contrast--Economic Tracks of Development vs. Underdevelopment and their causes and effects in English-speaking North America and Latin America [CR8], [CR12].*
* *Continuity/Change over Time--Changes and Exchanges in Africa as a result of the New African States/modernization/European influence in the 19th century [CR5a], CR12], [CR10].*
* *Quantitative Data Interpretation-- Using various sources from book excerpts such as Native Sources of Japanese Industrialization, 1750-1920 and The Economic Rise of the Hapsberg Empire, 1750-1914, outline the differences in industrialization in the two economies [CR1b], [CR10], [CR11].*
* *Scholarly Monograph Investigation: Using excerpts from Bronwen, D., Foreign Bodies, Oceania and the Science of Race, discuss the perceptions of two essayists concerning the idea of "race" during this period [CR1b], [CR5d], [CR6], [CR16].*

Period 6: Accelerating Global Change and Realignments, 1900 to present

Key Concept 6.1 Science and the Environment

Key Concept 6.2 Global Conflicts and their Consequences

Key Concept 6.3 New Conceptualizations of Global Economy, Society, & Culture

Topics: Crisis and Conflicts across the Globe, Anti-Imperial movements, New Imperialism, Collapse of the Old Order, World War I, Revolutions in Russia, China, Mexico, the Depression, Facism, Militarism, Nazism, World War II, Cold War, Decolonization

Focus: World War I, World War II, Communism, Women's Rights, Civil Rights, Japan's rise, "Scramble for Africa," Holocaust, "Bi-Polar" World and it's end, Middle East Crisis, Age of Information

*Supplemental Readings and Sources:*

* + World War I poetry and art (various authors)
	+ Siegfried Sassoon, Counter-Attack (1918)
	+ Woodrow Wilson, “The Fourteen Points” (1918)
	+ Remarque, Eric, “All Quiet on the Western Front”
	+ Gandhi, “The Doctrine of the Sword” (1920)
	+ Desmond Tutu, “My Vision for South Africa” (1979)
	+ “McDonald’s and Love in China,” and “Anti-Globalization Protest in Seattle” from Stearns’ World History in Documents: A Comparative Reader
	+ Remarque, Eric. All Quiet on the Western Front [CR1c]

**Selected Activities and Assessments**

* *Two groups: Capitalism and Communism: Class Debate Pros/Cons of Each [CR15], [CR16].*
* *Mapping Exercise: Re-drawing of Europe after WWI and WWII [CR1b], [CR9], [CR10]*
* *Compare/Contrast--Stalin's regime vs. Hitler's regime: similarities, differences, successes, failures. Why did people follow these leaders? [CR9], [CR15], [CR16].*
* *Continuity/Change over Time--Track the rights of Women from 1900 to the present time by pointing out each notable event/person and then explain how in some matters women remain oppressed [CR9], [CR13].*
* *Media Project--follow the progress of ONE technology source from it's inception to today [CR13], [CR11].*
* *SOAPPS-tone--Choose a South African excerpt such as "Sizwe Bansi Is Dead (1972)" by Athol Fugard, Chinua Achebe's Anthills of the Savannah or Things Fall Apart. Another source: Desmond Tutu's My Vision for South Africa (1979). Explain the roots of apartheid movements and the antiaparthied movements. What stand do the authors take? What has been accomplished to date? How have the movements affected every-day life and more? [CR2], [CR5a], [CR13].*
* *Propaganda Poster Activity--Students analyze World War I propaganda posters from various combatant countries and make observations regarding national identity, prejudices, manipulation, and government control. Then they identify the change in behavior each poster encourages to intended audiences [CR6], [CR10].*
* *Scholarly Monograph Investigation: Using Mark Kishlansky's Sources of World History, Volume II, review p. 660 photo "Generations of Cultural Protest," and read carefully the essay of Virginia Woolf entitled "A Room of One's Own." Reflect upon women's roles in ancient time and the changes that occurred to the point that women's rights were recognized. Answer: Are women still discriminated against? In what ways and what areas of the world? [CR3], [CR6], [CR7], [CR8], [CR9].*
* *Cold War “Empires:” Students apply the specific details of empire building from the classical era (Persian, Macedonian, Roman, Han, Mauryan) and apply those models to the Soviet Union and United States geo- political and economic spheres of the Cold War era. They also assess to what degree the USSR and U.S.- built empires [CR3], [CR11].*
* *Research Powerpoint presentation--Student will understand what genocide is and whether the prohibition of genocide is a universal standard through examination of genocide case studies in Armenia, Nazi Germany, Burundi, and Rwanda [CR3], [CR13].*
* *Decolonization Case Studies: Students identify similarities and differences in movements to separate from colonial rule in Algeria, India, and Vietnam and write an analytic comparison essay with an appropriate thesis [CR16].*

# ADDITIONAL INFORMATION

##### S.C.R.I.P.T.E.D. CHART

|  |  |
| --- | --- |
| **SOCIAL*** **Classes**
* **Gender**
* **Inequalities**
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| **CULTURE*** **Cultural**
* **Intellectual**
* **Arts**
* **Family, Lifestyles**
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| **RELIGION*** **Religion**
* **Philosophy**
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| **INTERACTIONS*** **War, Diplomacy**
* **Trade**
* **Exchanges**
* **Movement**
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| **POLITICS*** **Political Culture**
* **Political Parties**
* **Organization**
* **State Structure**
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| **TECHNOLOGY*** **Industry**
* **Inventions**
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| **ECONOMICS*** **Economic Systems**
* **Business Organizations**
* **Labor**
* **Labor Organizations**
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| **DEMOGRAPHY*** **Demography**
* **Environment**
* **Human Impact**
* **Geography, Region**
* **Agriculture**
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| **SOAPPS-Tone** |
| **Primary Document Analysis** |
| **SUBJECT** | ***What is the main topic or idea of the document? Be able to summarize the main idea in one sentence and no more.*** |
| **OCCASION** | ***Where and when was the document produced? What was happening during the time the document was written? This is often called historical context. How might this have influenced the writer?*** |
| **AUDIENCE** | ***For whom was the document written/produced? How might an audience have received this document and why?*** |
| **PURPOSE** | ***Why was the document produced? What did the producer hope to accomplish through his words?*** |
| **POINT OF VIEW** | ***What does the writer or producer believe? Interpret his writing and tell me why he holds these views.*** |
| **SPEAKER** | ***Who is the speaker or producer? What can you tell me about his background? How might his personal background have influenced his work?*** |
| **TONE** | ***What feeling or attitude does this document express? Use descriptive adjectives and adverbs.*** |

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| **OPTIC** |
| **Evaluating Visuals** |
| **OVERVIEW** | ***Give a brief overview of the visual. What is the point of view of the visual? Basically write a short descriptive one sentence summary about the visual.*** |
| **PARTS** | ***Focus on the parts of the visual. Divide the visual into 4 parts and examine each part separately. What details seem important?*** |
| **TITLES (WORDS)** | ***What is the title of the visual? What does it have to say about the visual? Read all labels and any written words (if you can).*** |
| **INTERRELATIONSHIPS** | ***Using the title, what big umbrella concept connects the whole visual? Bring its parts together into a coherent picture.*** |
| **CONCLUSION** | ***Draw a conclusion about the visual as a whole. What does it mean? Why is this visual important to what we are studying? Be able to summarize the visual in a few sentences or a paragraph at most.*** |

**Some Writing Tips for AP World History**

1. Write formal papers in third person–not first person. Avoid the use of “I,” “me,” “we,” “they,” etc...
2. Avoid the use of “a lot.” There are many more interesting and intelligent words that can be used to describe rather than “a lot.”
3. Make sure that your paper has a distinct introduction, body, and conclusion. Use a new paragraph for each change in subject matter or line of explanation.
4. It is preferred in this class that the papers contain your own understanding of the subject and your own thought processes or ideas about it. Please do not just “copy from the material.” Make it your own. Use your brain.
5. Type your papers if at all possible. Use spell check.
6. Try not to use incorrect grammar or mechanics. Some of you are “comma-happy” or “comma deficit”– whichever applies. Some use no punctuation whatsoever. This is not good.
7. Don’t be afraid to do things differently or make your own observations and explanations (using reliable, valid, authentic, and genuine sources, of course). Be creative. Think critically. This is how the world works. Think for yourself.

**Essay Information**

1. Essays begin with a PROMPT. One may be asked to do something such as analyze, assess, evaluate, compare, contrast, describe, discuss, or explain or any combination of directives. A student must answer and respond to all parts of the prompt or they may fail the question.
2. All essays should contain at least five paragraphs. The first is the thesis. It may consist of only one sentence– the thesis sentence. A student should not waste his or her time on a long theses’ paragraph. Come to the point and then go on to prove the argument put forth by the thesis.
3. All theses should include an argument with three methods or points that will be used to prove it. Example: If the prompt asks about Mongols, a superior thesis would be:

*“The Mongols were efficient governors because of their political, economic, and social policies.”* The first portion, *“The Mongols were efficient governors,*” is a simple, acceptable thesis. At the minimum all essays should include this type of thesis. The second part that adds, *“because of their political, economic, and social policies”* turns a simple thesis into a clear, analytical, and comprehensive thesis. This sets the student up for a better essay.

1. The conclusion paragraph need only consist of one sentence. Student should not copy or paraphrase the thesis; they should write a sentence that sums up what they have learned or proven in the essay.
2. The other paragraphs that form the body of the essay are critical because this is where the student must prove the thesis (their argument). Set up the paragraphs that are the body of the essay in order that it follows the points in the thesis. Organize the paragraphs from the strongest point to the weakest one. The first sentence in the body paragraphs should explain and expand on the point. An example or two should be included for each paragraph pertaining to that particular point. Within each paragraph it is best to include two or three facts or pieces of historical support material.
3. Grammar is important, but it does not have to be perfect.

**ACCEPTABLE THESIS STATEMENTS**

Student will be given handouts for each type of essay–working vs. non-working thesis statements/openings.

All essays begin with a prompt. The thesis is your answer to the prompt. Example of a writing prompt:

“What is history and why is it important?”

A THESIS states WHAT your essay is going to be about and HOW you are going to prove what you are saying in the essay. It is a proposition that is maintained and defended in an argument; an unproved statement assumed as a fact.

\*\*Always use at least THREE reasons/points with which you can prove your statement.

\*\*You have one chance to make that first impression. It will be with your thesis statement.

\*\*Thesis: proposition maintained and defended in an argument; unproved statement assumed as a premise.

\*\*Write the thesis after you’ve examined the evidence in the documents!

\*\*Write a STRONG thesis sentence and THEN summarize the main points used to support your thesis. This should comprise your thesis paragraph.

\*\*. A good strategy is to begin the thesis with either “While,” “Although,” or “Despite/In spite of…” because this will encourage a formulation of a mature thesis

\*\*REMEMBER--FEW ESSAYS RECOVER FROM A POOR START!!!

Thesis should:

* 1. Specifically tell WHAT you are going to state and HOW you are going to prove it.
	2. Specifically address the terms of the question
	3. Set up structure for the rest of your essay.

ESSAYS/FREE WRITE:

With DBQ:

\*\*Different kinds of writings demand different types of opening paragraphs. It can be more than just one statement. With the compound questions often asked by the DBQ, two sentences might be needed to complete the idea. It needs to include specific information that response to the question. Many students think that they have written a thesis, but actually have not–their opening paragraphs are just too general and unspecific–in other words, WEAK.

With COT:

\*\*You must present a clear statement in your thesis.

\*\*Do NOT restate the question–you must state specifics about change and continuity. A strong thesis deals with what has changed and what has stayed the same.

**DBQ Essay Outline**

1. Introduction–needs to be less than 5 sentences
	1. Thesis (may be a compound sentence or a couple of sentences) Must be easily recognizable! Must be concise and specific!
	2. Three points (at least) in which your thesis is supported. Must be specific and concise!

(Make sure that each point specifically proves your thesis!)

1. Body–at least three paragraphs (or more)

\*All points explained and examples given

Each point is explained in a separate paragraph. In these paragraphs you must state and explain your point and how it proves your thesis and then give examples. This is a good place to use the documents to example your point. You may also use grouping of similar documents here.

1. Grouping paragraph (optional)

This paragraph may be used in order to specifically point out the grouping of documents that either haven’t been used in the previous paragraphs, OR in order to re-emphasize your points above.

1. Conclusion–last paragraph

Re-emphasize your point (but don’t just REPEAT it!) State the need for additional documentation

**Book Analysis Assignments**

Students in AP World History will be required to read eight (8) works of historical fiction/nonfiction from the given reading list per school year. Assignments for the independent reading will be due each of the 9 weeks of the school year. Three of these are required reading; the other two will be chosen from the list at the student’s discretion. They may be read in any order chosen. Please note that each book was carefully and specifically chosen for its historical contribution and insight to understanding a particular person, era, time period, or situation in history. Most books are works of fiction, but contain invaluable information in accordance to our studies. This assignment is VERY important to the learning of the in-depth writing process!

*Required reading is as follows: At least three of the following.* All Quiet on the Western Front by Erich Remarque—Summer Reading The Joy Luck Club by Amy Tan

A Passage to India by E.M. Forster Band of Brothers by Ambrose A Tale of Two Cities by Charles Dickens ***Specific Instructions:***

1. An analysis is NOT a “book report.” It is much more than a simple “re-telling” of the storyline and characters.
2. Each analysis MUST be typed in 12 point Times New Roman font and double-spaced.
3. Each analysis must include a cover page and a reference page.
4. Students MAY NOT use on-line resources in order to complete his or her report. **This will result in a zero for the grade.** The purpose is to exercise one’s **own** abilities and insights. The teacher wants to know what the particular student sees in each book, not what *Wikipedia* or *Sparks Notes* (or any other on-line sources) interpret. These sources may ONLY be used for the short review/sketch of books.
5. The first page of the analysis needs to contain a short synopsis of what occurs in the book including characters, plot, storyline, etc...
6. The last page will contain the student’s ORIGINAL analysis of the book. The teacher does not like to give specific directions here because students tend to follow them step-by-step and it usually eliminates any creative thought or critical thinking that the student might do on his or her own.

However, some ideas MIGHT include a comparison and contrast of know histories and time periods such as that of the U.S. or other areas during that same era or setting. It MIGHT include an analyzation of symbols or symbolism. It MIGHT include inferences to what the author was trying to get across to the reader, purpose in writing the book, insights gained by the reading of the book, a comparison across time, a comparison of current events/happenings, an analysis of a particular character’s traits/failings/triumphs, or any other creative method, insight or analysis.

 **Students’ analyses may include ALL of the above or more.**

NO EXCEPTIONS TO DEADLINES!

***Deadlines:*** TBA

# Advanced Placement World History Reading List

###### A complete book analysis is required from the following list for each of the 9 weeks. This is a total of eight books to be read during the school year. You will receive an instruction sheet for the analysis and exact deadlines for each assignment. Three books are required; the other five can be chosen at your discretion from this list. The required books are indicated by an asterisk (\*). Our library has copies of most of the following books and I have classroom copies of the required books with two asterisks (\*\*).

**These books can be used in your English classes for your Accelerated Reader requirements.**

R.L.=Reading Level Pts.=Accelerated Reader Points Available

Book Name Author R.L. Pts. Brief description

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| --- | --- | --- | --- | --- |
| *\*\*All Quiet on the Western Front* | Erich Remarque | 6.0 | 10.0 | Setting of WW I; life of a German soldier |
| *\*\*Dr. Zhivago* | Boris Pasturnak | 8.2 | 36.0 | 18th Century Russia; Russian Revolution |
| *\*\*Joy Luck Club* | Amy Tan | 5.7 | 14.0 | Past & Present Chinese life & culture |
| *\*\*Passage to India* | E.M.Forster | 7.7 | 18.0 | Discrimination in the British Indies |
| *\*A Tale of Two Cities* | Charles Dickens | 9.7 | 27.0 | England before the French Revolution |
| *1984* | George Orwell | 8.2 | 16.0 | Politics and Consequences of; Written in 1949 in London, England |
| *A Farewell to Arms* | ErnestHemingway | 6.0 | 13.0 | World War I in Italy |
| *A Separate Peace* | John Knowles | 6.9 | 10.0 | New Hampshire during the time of World War II |
| *A Tale of False Fortune* | Enchi Fumiko | N/A | N/A | Japan at the end of the 10th century |
| *Ake’: The Years of Childhood* | Soyinka, Wole | N/A | N/A | Childhood and life in Western Nigeria |
| *Anna Karenina* | Leo Tolstoy | 9.6 | 69.0 | 18th century Russia; high society |
| *Anthills of the Savannah* | Chinua Achebe | 7.1 | 14.0 | Ideologies of the African experience |

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| *Band of Brothers* | Stephen Ambrose | 7.7 | 20.0 | WWII |
| *Burger’s Daughter* | Gordimer, Nadine | 7.9 | 23.0 | Racial conflict and heroism in South Africa |
| *Candide* | Voltaire | 7.3 | 5.0 | Satire about life in 1700's; political & philosophical controversies |
| *Crime & Punishment* | Fyodor Dostoevsky | 8.7 | 40.0 | Life of a man in early 1800 Russia |
| *David Copperfield* | Charles Dickens | 8.2 | 6.0 | Life in 1800's England |
| *For Whom the Bell Tolls* | ErnestHemingway | 5.8 | 28.0 | Spanish Civil War in the first half of the20th century |
| *Frankenstein* | MaryShelley | 12.4 | 17.0 | 18th Century Britain/Switzerland; moral situations and dilemmas |
| *Germinal* | Emile Zola | N/A | N/A | Industrial Revolution |
| *Grapes of Wrath* | Steinbeck | 4.9 | 25.0 | Oklahoma in the 1930's and Great Depression |
| *Great Expectations* | Charles Dickens | 9.2 | 35.0 | England of the mid-19th century |
| *Gulliver’s Travels* | Jonathan Swift | 13.5 | 25.0 | study of cultures |
| *Illiad* | Homer | 11.3 | 25.0 | Epic poem considered history of Ancient Greece before/during Trojan Wars |
| *Ivanhoe* | Sir Walter Scott | 12.9 | 40.0 | 12th century Medieval England |
| *Kim* | Rudyard Kipling | 7.7 | 14.0 | India under British rule |
| *Love in the Time of Cholera* | Marquez, Garcia Gabriel | 9.1 | N/A | Late nineteenth century South America |

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| *Midnight’s Children* | Rushdie, Salman | 8.4 | 38.0 | History of Modern India; 1947 |
| *Odyssey* | Homer | 10.3 | 24.0 | Epic poem considered history of Ancient Greece after the Trojan Wars |
| *Of Mice and Men* | JohnSteinbeck | 4.5 | 4.0 | 1930's California |
| *Omeros* | Walcott, Derek | 9.0 | N/A | Conflict and redemption in the Caribbean;Epic comparison to The Odyssey by Homer. |
| *Roots* | Alex Haley | 7.4 | 48.0 | African Slave Trade and Consequences; Multi-generational story of a kidnapped African boy sold into slavery |
| *Sundiata & Epic of Old Mali* | D.T. Niane | N/A | N/A | Story of legendary African king of Mali known as the “Lion King” |
| *Sundiata: A Legend of Africa* | Will Eisner | N/A | N/A | Story of legendary African king of Mali known as the “Lion King” |
| *Tess of the D’Ubervilles* | Thomas Hardy | 9.5 | 23.0 | Morality in the 1800's; middle-class life |
| *The Autobiography of an African Boy* | Camara Laye | N/A | N/A | Life of the ancient Malinke’ in French Guinea |
| *The Bonesetter’s Daughter* | Amy Tan | 5.7 | 18.0 | 20th Century China |
| *The Immortal Life of Henrietta Lacks* | Rebecca Skloot | 8.0 | 18.0 | Ethical practices in medicine; about Henrietta Lacks and the immortal cells that came from her cervical cancer cells in 1951. |
| *The Jungle* | Upton Sinclair | 8.0 | 22.0 | Turn of the century America; politics & cultures |
| *The Picture of Dorian Gray* | Oscare Wilde | 7.7 | 14.0 | Story of ethics and morality in 19th Century |
| *The Prince* | Machivelli | N/A | N/A | 16th Century Italy; famous Medici family saga |
| *The Samurai’s Garden* | Tsuklyama, Gail | 9.0 | N/A | World War II; Young Chinese man is sent to Japan to recuperate |

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| *The Tale of Genji* | Shikibu Murasaki | N/A | N/A | First known woman author; Classic tale about Japanese court life in 1000 A.D. |
| *Things Fall Apart* | Chinua Achebe | 6.2 | 8.0 | Dramatic life of a man in Niger |
| *Vanity Fair* | William Thackeray | 12.4 | 66.0 | Napoleonic middle-class England |