

“What is this course all about?”

AP WORLD HISTORY



- The AP World History course will cover the political, social, economic, technological, and cultural history of the world from 8000 B.C.E. to the present.
- Every region of the world (*except for Antarctica*) will receive attention.
- Students will be expected to make comparisons and contrasts between regions, understand continuity and change over time in history (*i.e. in other words what stays the same and what changes during particular time periods*), and be able to analyze historical documents.

The world that we will learn about:

- *We will focus on nine specific regions for this course. Actually, 10 when we include East Asia (China, Japan, & Korea).*



The course is divided into 6 units:

- However, we will not spend an equal amount of time on each unit. This “amount of attention” reflects what the College Board expects us to do.
- These percentages also reflect the ratio of questions that will appear on the AP exam for each unit.

You will be learning about this unit when you read over the “Orange Unit” PowerPoint, which is part of the Summer Assignment.

- Unit 1: Foundations & Transformations (8000 B.C.E. to 600 B.C.E.) **5%**
- Unit 2: Reorganizing Human Societies (600 B.C.E. to 600 C.E.) **15%**
- Unit 3: An Age of Accelerating Connections (600 C.E. to 1450) **20%**
- Unit 4: The Early Modern World (1450 to 1750) **20%**
- Unit 5: The European Moment in World History (1750 to 1900) **20%**
- Unit 6: Toward a Global Community (1900 to the present) **20%**

The AP Exam

- The exam is broken into two parts:
 - Multiple choice – 70 questions (*55 mins*)
 - Free response questions – 3 questions (*120 mins*)
 - DBQ (students use documents to answer question)
 - CCOT (students discuss change & continuity over time)
 - COMP (students compare and contrast two topics)
- Each part is worth 50% of one's overall score.
- On average, only about *half* the students nationwide pass the exam.

- *A closer look at the multiple choice:*
- This part of the test can technically cover any region and any material from 8000 B.C.E. to the present – *I know, it's frightening!*
- Many of the questions try and see if students understand the connections between the characteristics of different people, events, and time periods. *For example:*

2. Both Gandhi and Mao Zedong

- (A) Agreed on the desirability of effecting change nonviolently
- (B) Believed in unity among different religious groups
- (C) Worked to reform the social order in their respective nations
- (D) Thought that their societies would improve only through a state-run economy

- However, a great deal of the exam questions over the past few years have included reading passages.
- In other words, similar to the Common Core exams, students are being asked to read a passage *(or two)* and then answer a couple of questions from it.

- A closer look at the three essays:

DBQ Essay

- The DBQ (Document Based Question) Essay requires a student to analyze 8-12 documents (primary & secondary) as a means of answering a question.



• Explain how political effects progress, but on the American Civil War.

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TABLE

The documents that follow contain information about Greece. Examine each document carefully and then answer the questions that follow in using complete sentences. These answers will help you in Part II.

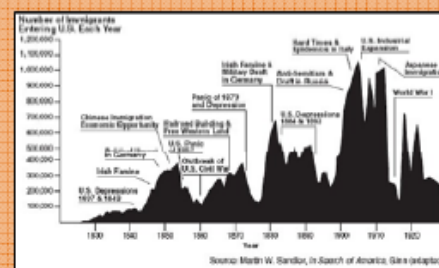
Document 1

Whisperers cover most of Greece, and the land is rocky with little fertile soil. A Greek legend tells that God split the earth through a narrow rift, making the earth on each side unequal after another with the good soil that fell through, and there were the vines left in the dapples. According to this legend, these vines brought grapes. The mountains of Greece were difficult to cross, therefore, the sea became the Greek highway. They settled on the coast and built high towers to warn in order to trade their goods. They called the Mediterranean, Aegean, and Black Seas to trade their olive oil and wool. The ports of Greece were their main source of wealth from the sea. A variety of ships sailing. These merchants and sailors developed a sense of freedom and independence not seen before.

Source: <http://www.ck12.org/Book:WorldHistory-1.0/Chapter:12.10/Section:12.10.10/Read-Only/>

1. What geographic feature was of greatest importance?

2. How did the sea serve as Ancient Greece's highway?



- **For example:** *Using the following documents, analyze similarities and differences in the mechanization of the cotton industry in Japan and India in the period from the 1880s to the 1930s. Identify an additional type of document and explain how it would help your analysis of the mechanization of the cotton industry.*

Doc A



Graph:
Percentage of
female cotton
textile workers in
India & Japan

Doc B



Viewpoint
from a
Indian
economist

Doc C

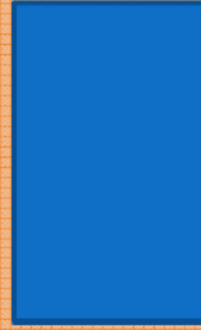


Photo of a
Japanese mill

Doc D



Japanese
woman's
account of
working in a
textile mill

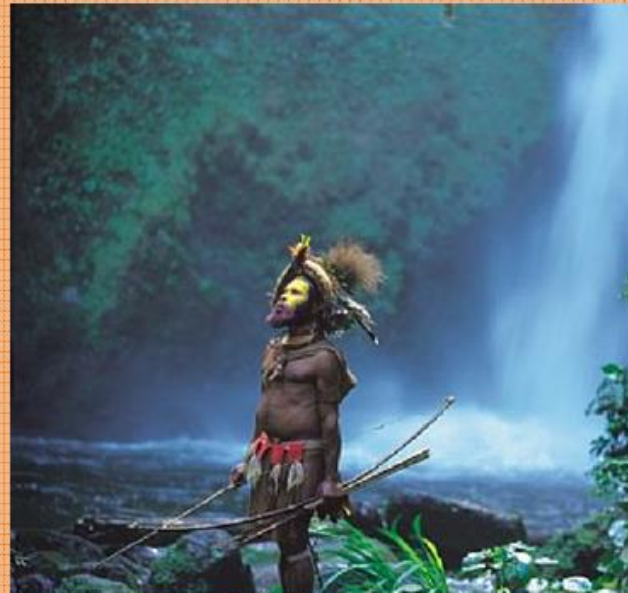
Doc E



Graph:
Production
of cotton &
yarn in India

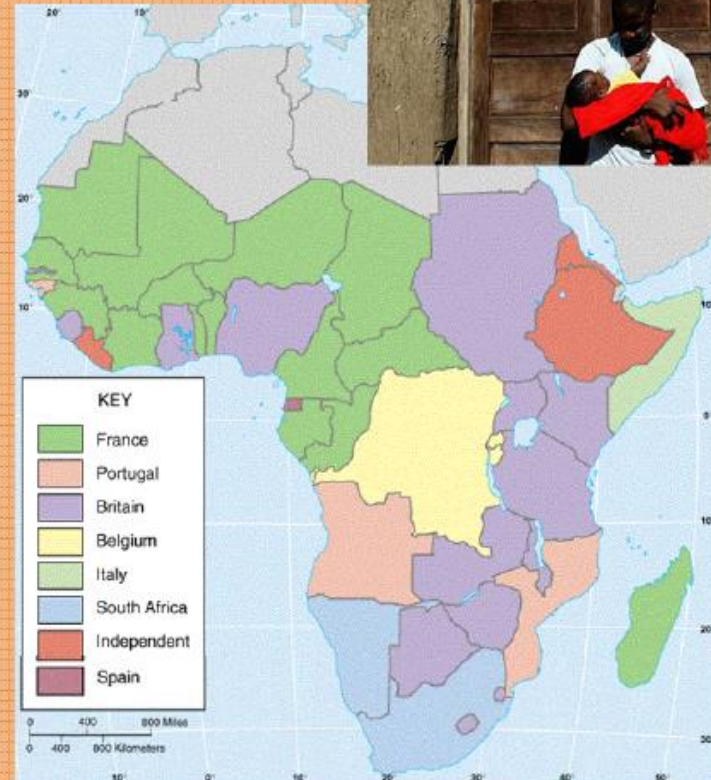
CCOT Essay

- The CCOT (Change & Continuity Over Time) Essay question asks a student to explain continuity and change over time for a particular world region during a specific time period.



- For example: *Explain continuities and changes in religious beliefs and practices in ONE of the following regions from 1450 to the present.*

- *Sub-Saharan Africa*
- *Latin America/Caribbean*



COMP Essay

- The Comparative Essay Question asks a student to “compare and contrast” (find similarities & differences) between two different regions (often during a particular time period).



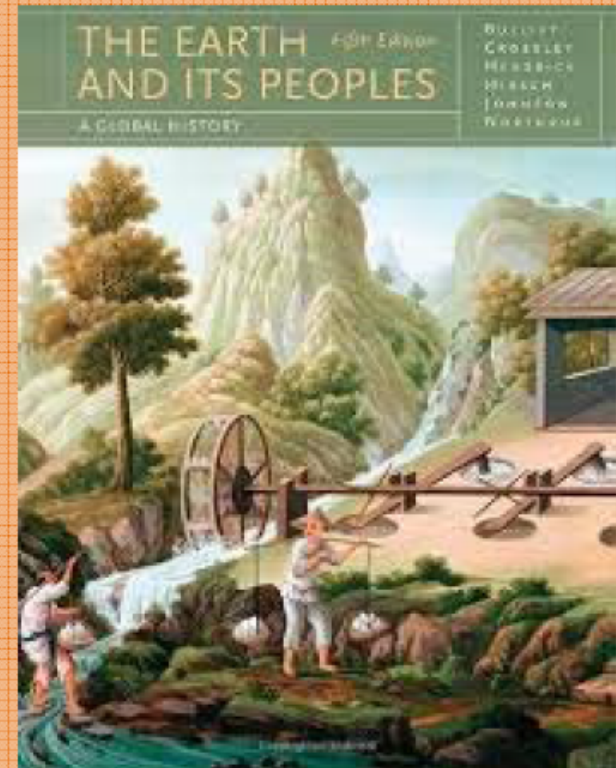
- **For example:** *Analyze similarities and differences in methods of political control in TWO of the following empires in the Classical period.*

- *Han China (206 B.C.E.–220 C.E.)*
- *Mauryan/Gupta India (320 B.C.E.–550 C.E.)*
- *Imperial Rome (31 B.C.E.–476 C.E.)*



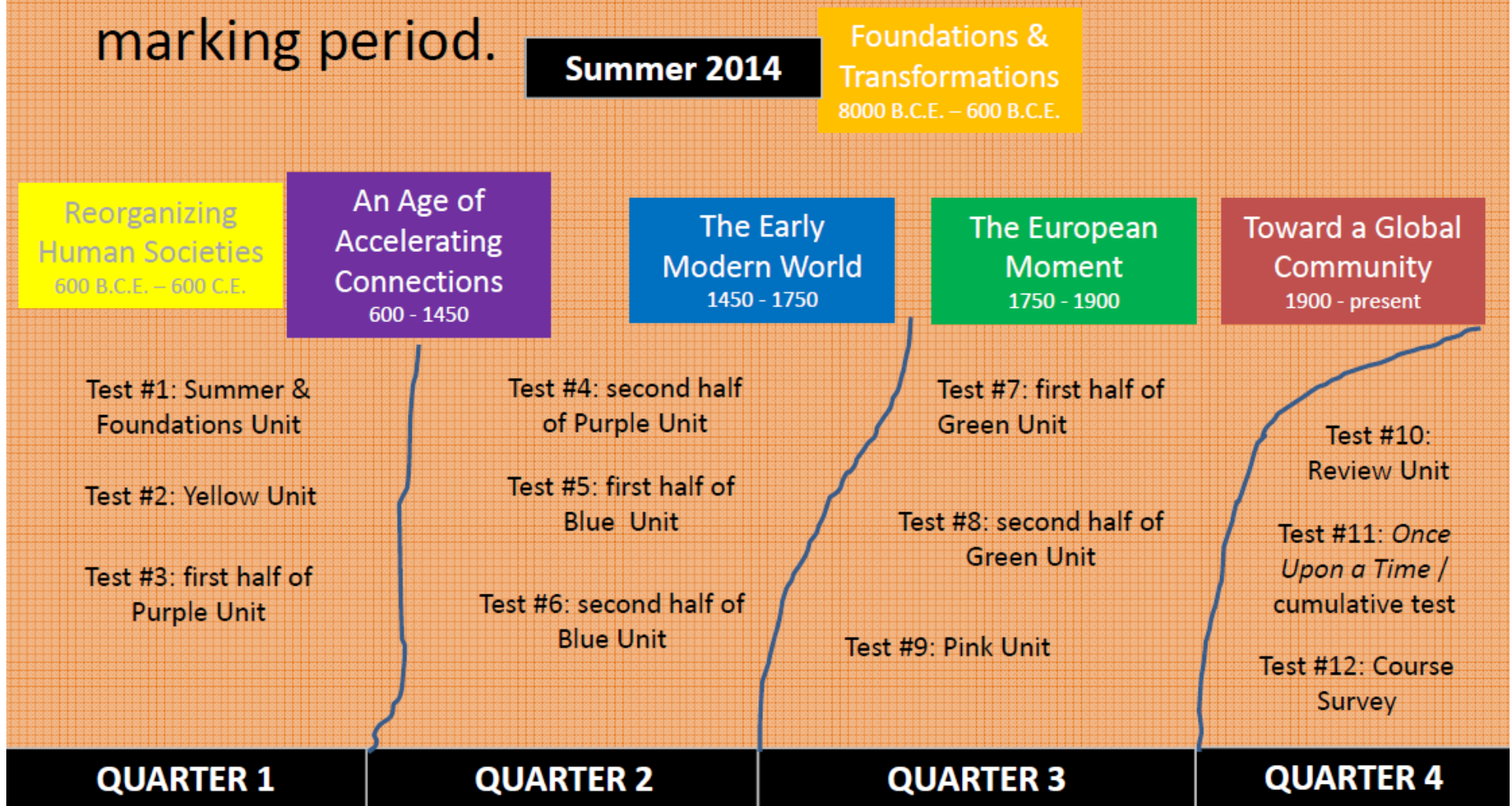
How will the class be run?

- Students are expected to read the course textbook at home and take notes from it.
- Periodically the teacher will give students a “daily quiz” or ask to see these notes. *The purpose of this check / quiz is to make sure students do the readings.*



- In class we will cover the course content via PowerPoint, class discussion, simulation, etc.
- From time to time the class will be split up into groups to complete a “topic summary” handout.
The goal of these summary days is to provide students an opportunity to work with one another on course themes (see below).
 - 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
- *These are themes that exist throughout all of world history. By working on these topic summaries you will be able see how things have stayed the same and also have changed over time in regards to things like the environment, conflict, and culture.*

- As we cover world history we will do so unit by unit. For most units we will have two tests.
- It works out so that we will have three tests each marking period.



- Class tests will be part multiple choice and free response.
- The free response section I call **SPECs**. I will give you a region and a time period (i.e. [Latin America, 1900 – 1950](#)), and you will have to tell me (list) the **S**ocial, **P**olitical, **E**conomic, and **C**ultural features of it.

GENERAL COMPREHENSION: (5 pts each)
Discuss the society (people, classes), politics, economics / trading, and culture (arts, religion, technology) of: **Latin America, 1900 – 1950**

SOCIETY	POLITICS	ECONOMICS	CULTURE

- Whenever we complete a unit, we will do a round of essays.
 - *one DBQ*
 - *one CCOT*
 - *one COMP*
- By doing 5-6 rounds of essays it will prepare us for what we will be expected to do on the AP exam.



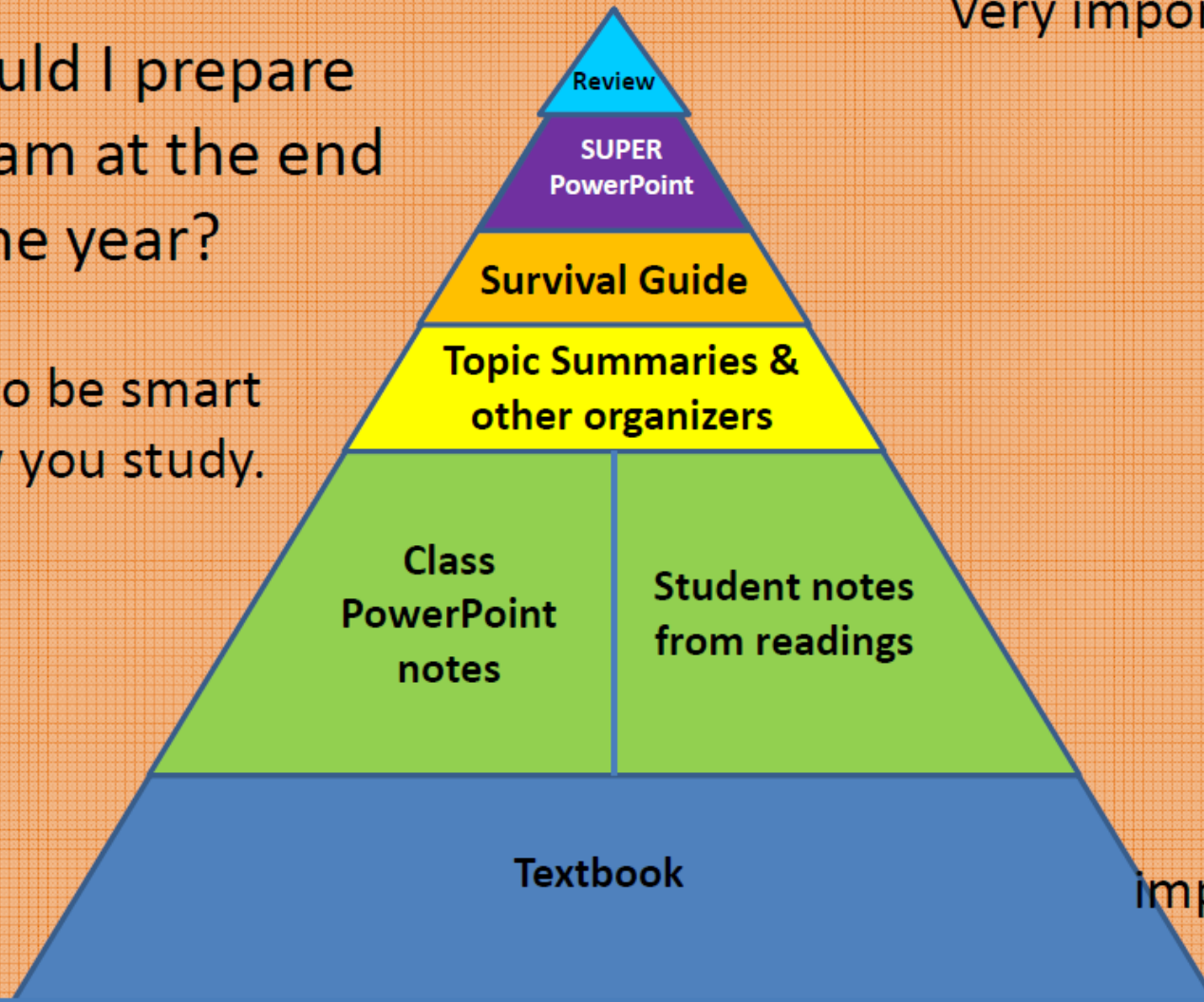
What will I need to do to be successful?

- Actually read the book and take notes at home.
- Take additional notes in class.
- Learn *how* to write the essays.
- Ask questions!
- Become friends with your survival guide! *During the first week of school I will provide each student with a folder containing graphic organizers from timelines, key concepts, to essay requirements. This Survival Guide is to be filled out by you throughout the course.*

How should I prepare for the exam at the end of the year?

You need to be smart about how you study.

Very important



Textbook

Less important

Everything that has ever happened in the history of the world.

One last thing . . .

- If you aren't serious about doing well in this class please find the exit now.
- I really want everyone to be successful not just with the course, but also to pass the AP exam. If you don't care about whether or not you pass the exam then perhaps it is best for you to get a schedule change and take a different social studies class instead.
- If you have any questions or concerns, e-mail me:
khanm@fUSD.net