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East Meadow U.F.S.D. Curriculum Area Project Gr. 9 & 10 Addressing the Revised AP World History Curriculum

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**Abstract**

This Curriculum Area Project is designed for teachers of ninth- and tenth-grade World History. It is a syllabus for the ninth-grade Global History and Geography course, primarily at the Honors level, and for the tenth-grade Advanced Placement World History course, which ends with the Advanced Placement World History exam in May. It is based on the College Board’s Advanced Placement World History Course Description Guide, as well as its Syllabus Development Guide.

**Rationale**

This Curriculum Area Project was deemed necessary due to the College Board’s recent revision of the Advanced Placement World History curriculum. Not only were the time periods adjusted, but there is a new emphasis on particular historical skills. In addition, the College Board made changes in topics to be addressed, in some cases adding or specifying topics (“required examples”), in other cases providing teachers with a choice of topics to be addressed as “illustrative examples.” It is hoped that this syllabus will provide teachers with the ability to follow the revised Advanced Placement World History curriculum.

**Introduction**

This syllabus is based on Syllabus 2

(<http://www.collegeboard.com/html/apcourseaudit/courses/world_history.html>) on the AP World

History Web site for teachers, which is based on the same textbook that we use. Its format also lends itself well to this syllabus.

This AP World History course is designed as a two-year course, with the Foundations period through 1450 being taught in ninth grade and the remainder of the course being taught in tenth grade. This class approaches history in a nontraditional way in that it looks at the common threads of humanity over time— trade, religion, politics, society, and technology— and it investigates how these things have changed and continued over time in different places. Specifically, the following AP World History themes will be used throughout the course to identify these broad patterns and processes that explain change and continuity over time.

The Five AP World History Themes

1. Interaction Between Humans and the Environment

2. Development and Interaction of Cultures

3. State-Building, Expansion, and Conflict

4. Creation, Expansion, and Interaction of Economic Systems

5. Development and Transformation of Social Structures

Special effort is made to ensure use of the College Board’s “curriculum requirements” in its Syllabus Development Guide

(<http://www.collegeboard.com/html/apcourseaudit/courses/pdfs/World_History_SDG.pdf>).

These curriculum requirements include, but are not limited to, the use of historical argumentation, historical interpretation, appropriate use of historic evidence, historical causation, historical patterns of continuity and change, periodization, comparison, contextualization, and synthesis.

Taking the AP World History exam is a requirement of the course.

Main Textbook:

Adas, Michael, et al. World Civilizations: The Global Experience. 4th ed. New York: Pearson Education, Inc., 2004.

Outside Resources used in the Course:

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

Bulliet, Richard W. et al. The Earth and Its Peoples: A Global History.

Spodek, Howard. The World’s History.

An excellent source of pertinent articles and assignments may be found at “The Bill of Rights in Action” <http://www.crf-usa.org/bill-of-rights-in-action/bill-of-rights-in-action-archives-world-history.html>

Women’s history lessons may be found at Women in World History Curriculum's Website: <http://www.womeninworldhistory.com/index.html>

Historical interpretation essays may be written using Taking Sides: Clashing Views in World History.

Primary source documents may be found in the Internet Modern History Sourcebook. <http://www.fordham.edu/halsall/mod/modsbook.html>

2002 and 2007 AP World History Released Exams: http://store.collegeboard.com/sto/catalog.do?category=259&categoryName=AP®&secondCategory=281&secondCatName=History&thirdLevelCategory=284&thirdLevelCatName=World%20History

2003– 2011 AP World History Essay Questions, Rubrics and Student Samples: <http://apcentral.collegeboard.com/apc/members/exam/exam_information/216943.html>

Each unit or time period of the course begins with an introductory reading in the main text about the particular period, with students outlining “what’s new” and “what’s old” (change and continuity). This serves as a preview of the unit, helping students identify the “big picture” ideas, trends, etc. to come. Each unit is reviewed with a “review map” of the period, again with the “big picture” in mind. Each unit includes a variety of multiple-choice tests, DBQ essays, comparative and change-over-time essays. Essays are graded according to the AP rubric, with 10 points for each basic core point and .5 point for each expanded core point, plus 10 points for a total of 100 points. Essays are written at home or in class, time permitting. AP items and prompts are used as well as original items and prompts. Homework assignments include textbook readings and primary source documents from various readers and sources. Examples of primary sources used are provided in each time period of this syllabus, and include extensive use of written documents, artwork, maps, charts, and graphs. All primary source documents are analyzed for point of view and significance to the topic and “big picture” concepts and provide opportunities for students to compare, contrast and analyze change over time, as relevant. Additional practice in document analysis comes from extensive writing of DBQ essays designed by the College Board and others.

Analysis of evidence and interpretations presented in historical scholarship occurs throughout the

course as these issues arise. “In-depth” readings in the main text, as well as additional textbooks and resources, are used extensively for this purpose, as well as for a jumping-off point for class discussions. Examples include, but are not limited to, the readings titled in the main body of this syllabus, by time period. Extra-credit projects and essays, historical films and Web quests are also used.

***Ninth Grade***

**Period One: Technological and Environmental Transformations, to c. 600 B.C.E.**

• 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

We will begin the course with a discussion of the value of history, using “Why Study History?” by William H. McNeill

(<http://www.historians.org/pubs/archives/whmcneillwhystudyhistory.htm>), and “Why Study

History?” (<http://www.historians.org/pubs/free/WhyStudyHistory.htm>) by Peter N. Stearns.

This time period will utilize and adapt the Big Era Panorama Lessons found on the “World History for Us All” Web site, <http://worldhistoryforusall.sdsu.edu/shared/units.php>, specifically, in Big Era Two, Panorama Lessons 2 and 3, as well as in Big Era Three, Panorama Lesson 2. These lessons allow students to learn about prehistoric life as an archaeologist might on an imaginary 24,000-year-old site (based on real ones in the Czech Republic, Ukraine, and Russia), to understand the role and significance of Paleolithic art, and to evaluate the pros and cons of farming.

We will then examine the political, economic, and social characteristics of early civilizations, including the development of empires, technology, monumental architecture, art and artisanship, systems of record keeping, legal codes, religious beliefs, trade, class systems, gender roles, and literature of the core and foundational civilizations of Mesopotamia, Egypt, Indus River Valley, Shang China, Olmecs in Mesoamerica, and the Chavin in Andean South America. Opportunities abound for compare and contrast, change over time, and synthesis activities and assessments, including the following:

**Possible Essays/Activities/Readings:**

Write an article about prehistoric life, based on archaeological findings.

Discuss the impact of the Neolithic Revolution.

Compare and contrast the lives of women in two of the civilizations listed above.

Compare and contrast the impact of geography on any of the civilizations listed above.

Debate the Three Gorges Dam project (<http://www.pbs.org/itvs/greatwall/story.html>).

Art Days:

Slide show of prehistoric art, including cave paintings and Venus statues

PowerPoint presentation of the art and architecture of early civilizations

Primary Sources:

Egyptian poetry, Book of the Dead, Code of Hammurabi, Torah

“In-Depth” Readings:

“The Idea of Civilization in World Historical Perspective”

“Women in Patriarchal Societies”

“The Legacy of Asia’s First Civilizations”

Other Readings/Activities/Assignments:

“Ancient Tablets, Ancient Graves: Accessing Women's Lives in Mesopotamia” <http://www.womeninworldhistory.com/lesson2.html>

“Women's Rights: Ancient Egypt and the United States” <http://www.womeninworldhistory.com/lesson6.html>

**Period 2: Organization and Reorganization of Human Societies, c. 600 B.C.E. to c. 600 C.E.**

• 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

This time period will focus on the political, economic, and social developments of the major classical civilizations, including Mauryan and Gupta India, Qin and Han China, Classical Greece, Imperial Rome, and the Mayan city-states. Special attention will be paid to the further development of Judaism and the eventual religion of Hinduism, as well as the development of new religious and philosophical beliefs, including Buddhism, Confucianism, Daoism, Christianity, with their attendant impact on class, gender, family, government, art, architecture, etc. The *Ramayana* or *Antigone* will serve as an introduction to cultural developments of the time period. Note will be taken of the continuing practice of shamanism and ancestor veneration in some areas of the world. The development of states and empires are another major focus of this time period; we will focus on the expansion of Rome and the Persian Empires (Sassanid). The tools used in expansion (military, administrative, technological) will be especially examined. Social and economic systems to be addressed include trade, cities (Athens), class, labor (slavery in Greece and Rome, peasant households in China), and gender issues. Finally, analysis of problems (environmental, technological, frontier, disease) that led to the decline of these civilizations will occur, with compare/contrast essays or assignments resulting.

**Possible Essays/Activities/ Readings:**

DBQ Essays:

Athenian Democracy: How democratic was it?

2007 AP World History exam question: Analyze Han and Roman attitudes toward technology.

Analyze the causes of the fall of Rome. Compare to the current United States.

Comparative Essays:

Compare and contrast Han and Rome.

Compare and contrast two religions or philosophies of the time period.

Compare and contrast the role of women in two of the classical civilizations.

2010 AP World History exam question: Compare methods of political control of Han, Mauryan/Gupta, or Imperial Rome.

Change Over Time Essay:

Analyze cultural and political change in China, Rome or India.

Art Days:

PowerPoint presentations of the art of classical civilizations

Primary Sources:

Excerpts of Confucius, Laozi, *Ramayana*, Asoka, Plato, Xenophon, Pericles, *Antigone*

Other Readings/Activities/Assignments:

Narayan, Shoba. “When Life’s Partner Comes Pre-Chosen.” New York Times 4 May 1995. Reading, discussion and personal written reaction on the positive and negative features of arranged marriage.

“An Open Letter from the Young Women of Sparta” <http://www.womeninworldhistory.com/lesson12.html>

“Female Fury In The Forum” <http://www.womeninworldhistory.com/lesson10.html>

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

• Key Concept 3.1: Expansion and Intensification of Communication and Exchange

Networks

• Key Concept 3.2: Continuity and Innovation in State Forms and Their Interactions

• Key Concept 3.3: Increased Economic Productive Capacity and Its Consequences

This period begins with the rise of Islam and the Islamic empires, branches off into the rest of the world, with a focus on regional and transregional trade and all of their effects: urbanization, production of luxury goods, new commercial techniques, movements of peoples and their environmental impact, as well as the spread of technology, foods, animals, language, religion, art, literature, diseases, etc. We will examine the impact of Islam on Africa, Europe, and Asia, with an emphasis on cultural and economic interaction. We will compare and contrast the political, economic, and social features of Tang and Song China, the Byzantine Empire, Medieval Europe, Japan, the rise and decline of the Mongols and the Americas. Extensive use will be made of charts, graphs, maps, visuals, and primary source documents.

**Possible Essays/Activities/Readings:**

DBQ Essays:

2002 AP World History exam question: Analyze Christian and Islamic attitudes towards merchants.

2004 AP World History exam question: Analyze responses to the spread of Buddhism in China.

Comparative Essays:

2005 AP World History exam question: Compare and contrast the political and economic effects of the Mongols in China, the Middle East, or Russia.

Compare the role of nomads in history.

Compare the role of women in Islamic societies.

Change-Over-Time Essays:

2009 AP World History exam question: Compare patterns of interaction along the Silk Roads 200 BCE-1450.

Art Days:

PowerPoint presentations of Byzantine, Medieval European, Japanese, Tang and Song art and architecture

Primary Sources:

Excerpts from the *Quran*, feudal contract, Pope Urban II’s call for the Crusades, accounts of the Crusades, Marco Polo, Ibn Battuta

Other Readings/Activities/Assignments:

“The Fascinating World of Islam ABC Book” (revised for AP; pbs.org)

“[Documenting Women's Lives: Anglo Saxon England](http://www.womeninworldhistory.com/lesson13.html)” <http://www.womeninworldhistory.com/lesson13.html>

“Women and Confucianism” <http://www.womeninworldhistory.com/lesson3.html>

“Weavers Tell Their Stories” <http://www.womeninworldhistory.com/lesson8.html>

Essay: “If it weren’t for the nomads…” on the impact of nomads in history

“In-Depth” Readings:

“Different Times for Different Peoples”

“Language as a Historical Source”

“The Problem of Decline and Fall”

“Civilization and Gender Relationships”

“Two Transitions in the History of World Populations”

“Eastern and Western Europe: The Problem of Boundaries”

“Western Civilization”

“The Troubling Civilizations of the Americas”

“Comparing Feudalisms”

“The Problem of Ethnocentrism”

***Tenth Grade***

**Period Four: Global Interactions, c. 1450-1750**

• 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

This time period ushers in the early modern world, with its emphasis on major transformations on political, economic, social, technological, military, and cultural levels. The world truly becomes smaller, with the “discovery” of the New World and trade and travel on all “seven seas”. We will begin this unit with the Italian Renaissance, with its development of a more “modern” mindset, as seen in its art, architecture, technology, politics, and literature. We will connect these changes to the exploration of the world, by Europeans as well as the Chinese Zheng He. This will bring us to the conquest of the Americas, the Atlantic slave trade, encomienda, cash-crop farming (sugar, sugar, sugar!), the flow of silver, mercantilism, the Columbian Exchange, etc. At the same time, important empires are developing in the Islamic world: the Ottomans, Safavid, and Mughal empires, as well as in Russia with its Westernization efforts. Other important states to consider are those of Portugal, Japan, England, and Benin. There is also an examination of the spread and reform of religious beliefs in the world. Intensive study is made of ethnic, racial, demographic, and gender issues that result from these other changes. Conflicts and rivalries between groups and/or states will be studied as well.

**Possible Essays/Activities/Readings:**

DBQ Essays:

2006 AP World History exam question: Analyze the social and economic effects of the global flow of silver. This assignment requires students to examine documents in order to determine, in their interpretation, who was driving the flow of silver, based on their analysis of the points of view of the authors of the documents, as well as their intended audiences.

2004 AP European History exam question: Analyze attitudes toward and responses to “the poor” in Europe, 1450-1700.

Comparative Essays:

Compare and contrast the decline of the Ottoman and Mughal empires.

2009 AP World History exam question: Compare North American racial ideologies and their effects on society with those in Latin America from 1500 to 1830. Include an analysis of how these attitudes and effects changed over time. You may extend this to the present time.

2011 AP World History exam question: Analyze similarities and differences in the rise of two empires.

Compare and contrast Russia and the West.

Compare and Contrast a European and an Asian monarch (Louis XIV, Peter the Great, Suleiman, Akbar, for example).

Change-Over-Time Essays:

2003 AP World History exam question: Analyze the cultural, political and economic impact of Islam.

2008 AP World History exam question: Analyze change and continuity in commerce in the Indian Ocean region 650-1750.

Art Days:

PowerPoint presentations: Italian and Northern Renaissance, Islamic, African, South Asian, Chinese, and Latin American art and architecture

Primary Sources:

Lady Montagu on smallpox vaccination in Turkey, excerpts pertaining to life in Russia under Peter the Great, Japanese Act of Seclusion, Petition of Right, English Bill of Rights, Machiavelli, Luther, Akbar, Suleiman, Bartolome de Las Casas

Other Possible Readings/Activities/Assignments:

Kristof, Nicholas D. “1492: The Prequel.” New York Times Magazine. 6 June 1999. <http://www.nytimes.com/1999/06/06/magazine/1492-the-prequel.html?scp=1&sq=kristof%2C+nicholas+the+prequel&st=nyt>

Ghazanfar, S.M. “Islamic World and the Western Renaissance.” <http://www.cyberistan.org/islamic/ghazi1.html>

Discuss the validity of the periodization of 1450-1750. Why not 1350-1800?

Historical Interpretation Essay: “Did Christopher Columbus’s Voyages Have a Positive Effect on World History?” Use the following two essays:

“Columbus and the Beginning of the New World” by Robert Royal

“For a Country within Reach of the Children” by Gabriel Garcia Marquez.

Both of these articles are found in Taking Sides: Clashing Views in World History, Volume 1.

In-Depth Readings:

“Causation of the West’s Expansion”

“Elites and Masses”

“Multinational Empires”

“The Great Exchange”

“The Gunpowder Empires and the Shifting Balance of Global Power”

“Slavery and Human Society”

“Means and Motives for Overseas Expansion: Europe and China Compared”

**Period Five: Industrialization and Global Integration, c. 1750 to c. 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

The modern period is characterized by major political and economic changes, specifically, political revolutions in the Americas and France, and industrialization, which slowly becomes a worldwide phenomenon. Imperialism in parts of Africa, Asia, New Zealand, and Australia is one result, while reform movements in other areas are another important result. The political, economic, and social causes and effects of industrialization are developed in detail, and are connected to both imperialism and reform movements. In-depth analysis of the conflicts arising between groups in the Ottoman, Chinese, Russian, and Japanese will serve to highlight the challenges of the modern world. This time period continues with the causes and effects of the American and French revolutions, followed by the revolutions in Latin America, with a special focus on the Haitian Revolution. Emphasis is on causes (the Enlightenment, etc.) and effects, keeping in mind the global impact of these revolutions in the 19th and 20th centuries. Comparisons will be made to the current “Arab Spring.” As always, special attention will be paid to issues of family, gender, class, labor, technology, culture, etc.

**Possible Essays/Activities/Readings:**

DBQ Essays:

2006 AP World History exam question: Analyze the features of the system of indentured servitude.

2009 AP World History exam: Analyze African actions and reactions in response to European imperialism.

Comparative Essays:

2002 AP World History exam question: Analyze differing responses to Western imperialism by China and Japan in the 19th century.

2003 AP World History exam question: Compare and contrast the roles of women in two areas.

2007 AP World History exam question: Compare Spanish empire-building with that of the Ottomans or Russians.

Change-Over-Time Essays:

2004 AP World History exam question: Analyze changes and continuities in labor systems in one area, 1750-1914. This essay is particularly suitable for placing events in global context, as well as defining the impact of these changes on local and regional systems of labor. If extended to the period of 1450-1914, it is even more prolific in its opportunities for students to identify the significance of the global context and time period.

2011 AP World History exam question: Analyze changes and continuities in long-distance migrations, 1700-1900.

Art Days:

PowerPoint Presentation: Neo-Classical, Romantic, Realistic, Impressionistic, Post Impressionistic art

PowerPoint Presentation: Japanese and European art, showing Eastern and western interaction

Primary Sources:

Bolivar, excerpts on the lives of Russian peasants, petition to Tsar Nicholas in 1905, Declaration of the Rights of Man and Citizen, Robespierre, Wollstonecraft, “White Man’s Burden,” excerpts on the effects of industrialization, excerpts on the effects of imperialism, “The Arrival of the Europeans” (in Africa), Vietnamese poetry.

Other Possible Readings/Activities/Assignments:

Thomson, Jim. “The Haitian Revolution and the Forging of America”.

Writing in an “African voice,” write a personal response to Lord Lugard’s justification of British imperialism. <http://www.fordham.edu/Halsall/mod/1893lugard.asp>

Evaluate one of the following leaders: Napoleon, Muhammad Ali, Toussaint L’Ouverture, Simon Bolivar, Catherine the Great.

Hyde Park Speeches: capitalism, socialism, communism, suffrage for women, imperialism, abolition of slavery.

Analyze the connection between industrialization and imperialism.

“The Plight of Women’s Work in the Early Industrial Revolution in England and Wales”. <http://www.womeninworldhistory.com/lesson7.html>

Historical Interpretation Essay: Identify and evaluate two different historical interpretations of the economic origins of the French Revolution. Use any two of the following articles:

“Famine in the Eighteenth Century” by Jules Michelet

“Feudalism in Eighteenth Century France” by Alexis de Tocqueville

“The People” by Adolphe Taine

“Seigneurial Obligations During the Reign of Louis XVI” by Alphonse Aulard

“The Breakdown of the Ancien Regime” by Albert Mathiez

“The Village – Wealth and Power of the Rural Classes” by Frantz Funck-Brentano

“A Poor State in a Rich Country” by Henri See

“The Crisis in the French Economy at the End of the Old Regime” by C. E. Labrousse

“The French Revolution and the Peasants” by Georges Lefebvre

“The Sources of Social Conflict in 1789” by Frederic Braesch

All of the articles listed above may be found in The Economic Origins of the French Revolution: Poverty or Prosperity?, edited by Ralph W. Greenlaw.

Possible “In-Depth” Readings:

“Western Education and the Rise of an African and Asian Middle Class”

“Explaining Underdevelopment”

“Western Dominance and the Decline of Civilizations”

“The Separate Paths of Japan and China”

**Period Six: Accelerating Global Change and Realignments, c. 1900 to the 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, and Culture

This time period begins with the world wars and takes us to through the Cold War and the post-Cold-War world. Focus is on the causes, effects, and global nature and impact of these events and conflicts, including the impact on Oceania and Australia. We will also study the causes and effects of the revolutions that created today’s China, Russia, Iran, Cuba, etc. Considerable time is devoted to the independence movements in Africa, Asia and Oceania that created much of the rest of the world. The interconnectedness of today’s world due to the advancement of modern science and technology is particularly noted, with all of its attendant political, economic, social, cultural, military, environmental, and demographic results. Examination of genocides and other human rights violations are included in this time period. Ethnic and nationalist issues are studied; methods of effecting change are discussed.

**Possible Essays/Activities/Readings:**

DBQ Essays:

2005 AP World History exam question: Analyze issues facing 20th-century Muslim leaders in defining their nationalism in South Asia and North Africa.

2008 AP World History exam question: Analyze factors that shaped the modern Olympic movement, 1892-2002.

2010 AP World History exam question: Analyze similarities and differences in the mechanization of the cotton industry in Japan and India in the 1880s to the 1930s.

2011 AP World History exam question: Analyze the causes and consequences of the Green Revolution, 1945 to the present. This essay provides ample opportunity for students to use the findings and methods of other disciplines in order to examine this historical question.

Comparative Essays:

2006 AP World History exam question: Compare and contrast the goals and outcomes of two 20th-century revolutions.

2008 AP World History exam question: Compare the emergence of nation-states in Latin America in the 19th century with that of one in Sub-Saharan Africa or the Middle East in the 20th century.

Change-Over-Time Essays:

2002 AP World History exam question: Analyze how two areas’ relationship to global trade patterns changed from 1750 to the present.

2007 AP world History exam question: Analyze changes and continuities in the formation of national identities in the Middle East, Southeast Asia, or Sub-Saharan Africa, 1914 to the present.

Art Days:

PowerPoint presentation of World War I art.

PowerPoint presentation of 20-century art and architecture worldwide.

PowerPoint presentation of propaganda art: Nazi, Chinese Communist, Soviet, Cuban.

Primary Sources:

Japanese militarists, World War I poetry, Fourteen Points, Treaty of Versailles, Mussolini, Hitler, Lenin, B.G. Tilak, Nehru, Rigoberta Menchu, nationalist leaders’ speeches, political cartoons

Other Readings/Activities/Assignments:

Trace the rise of totalitarian governments in the 20th century.

Analyze causes and effects of World War II.

Analyze the impact of globalization around the world.

Research the impact of the Arab spring so far.

Research and report on the extent of patriarchy in the world today.

Possible “In-Depth” Readings:

“Women in Asian and African Nationalist Movements”

“The Decline of the West?”

“A Century of Revolutions”

“Total War”

“Human Rights in the 20th Century”

**Works Cited**

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“Ancient Tablets, Ancient Graves: Accessing Women's Lives in Mesopotamia.” <http://www.womeninworldhistory.com/lesson2.html>

AP Course Audit Page. <http://www.collegeboard.com/html/apcourseaudit/courses/world_history.html>

AP World History College Board Store. http://store.collegeboard.com/sto/catalog.do?category=259&categoryName=AP®&secondCategory=281&secondCatName=History&thirdLevelCategory=284&thirdLevelCatName=World%20History

AP World History Exam Information. <http://apcentral.collegeboard.com/apc/members/exam/exam_information/216943.html>

AP World History Syllabus Development Guide. <http://www.collegeboard.com/html/apcourseaudit/courses/pdfs/World_History_SDG.pdf>

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“[Documenting Women's Lives: Anglo Saxon England](http://www.womeninworldhistory.com/lesson13.html).” <http://www.womeninworldhistory.com/lesson13.html>

“Female Fury In The Forum.” <http://www.womeninworldhistory.com/lesson10.html>

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Internet Modern History Sourcebook. <http://www.fordham.edu/halsall/mod/modsbook.html>

“Islam: Empire of Faith.” Lesson Two: The Fascinating World of Islam. <http://www.pbs.org/empires/islam/lesson2.html>

Kristof, Nicholas D. “1492: The Prequel.” <http://www.nytimes.com/1999/06/06/magazine/1492-the-prequel.html?scp=1&sq=kristof%2C+nicholas+the+prequel&st=nyt>

Lugard, Capt. F. D. “The Rise of Our East African Empire, 1893.” <http://www.fordham.edu/Halsall/mod/1893lugard.asp>

McNeill, William H. “Why Study History?” <http://www.historians.org/pubs/archives/whmcneillwhystudyhistory.htm>

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Narayan, Shoba. “When Life’s Partner Comes Pre-Chosen.” New York Times 4 May 1995.

“An Open Letter from the Young Women of Sparta.” <http://www.womeninworldhistory.com/lesson12.html>

“The Plight of Women’s Work in the Early Industrial Revolution in England and Wales.” <http://www.womeninworldhistory.com/lesson7.html>

Spodek, Howard. The World’s History. Upper Saddle River, N.J.: Prentice Hall, 2001.

Stearns, Peter N. “Why Study History?”

<http://www.historians.org/pubs/free/WhyStudyHistory.htm>

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