

## Advanced Ancient World History

Text:	Ellis, Elisabeth and Anthony Esler. World History. Boston: Pearson: 2009.
Supplemental Materials:	<p>Bentley, Jerry, H., and Herbert F. Ziegler, Traditions and Encounters: A Global Perspective on the Past. Boston: McGraw-Hill Publishing; 2<sup>nd</sup> edition, 2003</p> <p>Reilly, Kevin. Worlds of History: A Comparative Reader. New York: Bedford/St. Martin's; 2<sup>nd</sup> edition, 2004.</p> <p>Sherman, Denis, editor, et. al., World Civilizations: Sources, Images and Interpretations, Volumes I and II, Boston: McGraw-Hill Publishing; 4<sup>th</sup> edition, 2006.</p> <p>Strayer, Robert, W. Ways of the World: Global History. Boston: Bedford/St. Martin's. 2009</p> <p>Stearns, Peter N., et. Al. World Civilizations; The Global Experience AP Student Review Manual, New York, Pearson Longman, AP 4<sup>th</sup> ed. 2004</p> <p>Wood ,Ethel. Multiple choice and free response questions with DBQ in preparation for the AP World History Examination,, , D&amp; S Marketing; 2004</p>
Course Description:	<p>The purpose of this course is to provide students a survey of world history from pre-literate times to the fall of the Roman Empire. This class is designed to provide a class that will engage freshmen students in high-level learning, allowing them to acquire skills, habits and concepts they need to succeed in an Advanced Placement classroom The program emphasizes the contributions of the past to contemporary life, other societies' attempts to answer perplexing questions. Due to the increase in rigor of the APWH curriculum implemented by the College Board, this school year, this class will be used to teach the first part of the AP world curriculum as well as learn several key writing skills required by the APWH program This covers the part the part of the APWH curriculum known as:</p> <p style="padding-left: 40px;">Period 1 Technological and Environmental Transformations, to 600 BCE Period 2 Organization and Reorganization of Human Societies 600 BCE to 600 CE.</p> <p style="padding-left: 40px;">The societies covered include those in SW Asia, East Asia, Oceanic Asia, Mediterranean Europe, NE Africa, Sub-Saharan Africa and the Americas.</p> <p>Students explore interpretations of history and change through the development of institutions, the meaning of the "good life", myth and reality, growth and decline of civilizations, changing concepts of right and wrong, heroism, relationships between church and state and conflict between social and economic classes. The content includes the study of primary and secondary source material, the completion of a structured research paper and the evaluation of different interpretations of history. It is my hope that you will have learned to question, think and support your thoughts in a clear, concise and intelligent manner. As well as develop a life long love of history.</p>

Methods of Evaluation:	<ul style="list-style-type: none"> <li>a. Daily class work and homework will count as 25% of your grade</li> <li>b. Tests will count 40% of your grade</li> <li>c. Projects will count 10% of your grade.</li> <li>d. Quizzes will count 15% of your grade.</li> <li>e. Theme Book will count 10 % of your grade.</li> <li>f. Writings will count 10% of your grade.</li> </ul>
Pace of Instruction:	<p>First 9 weeks: Rise of Civilizations (5 Cradles of civilization)  Period 1 Technological and Environmental Transformations, to 600 BCE</p> <p>Second 9 Weeks: Classical Civilizations ( Greece, Rome and African)  Period 2 Organization and Reorganization of Human Societies  600 BCE to 600 CE.  The societies covered include those in SW Asia, East Asia, Oceanic Asia, Mediterranean Europe, NE Africa, Sub-Saharan Africa and the Americas</p>
Course Objectives	<ol style="list-style-type: none"> <li>1. To develop an understanding of how the Five Themes of World History are manifested in historical developments over time: <ul style="list-style-type: none"> <li>a. Interaction between Humans and the Environment</li> <li>b. Development and Interaction of Cultures</li> <li>c. State-Building, Expansion and Conflict</li> <li>d. Creation, Expansion and Interaction of Economic Systems</li> <li>e. Development and Transformation of Social Structures</li> </ul> </li> <li>2. To develop proficiency in the Four Historical Thinking Skills <ul style="list-style-type: none"> <li>a. Crafting historical arguments from historical evidence</li> <li>b. Chronological reasoning</li> <li>c. Comparison and Contextualization</li> <li>d. Historical interpretation and synthesis</li> </ul> </li> <li>3. A basic understanding of the development of civilization and the political, economic and social forces, which work to effect change.</li> <li>4. A basic understanding and an appreciation of man’s cultural development in the fields of the arts, literature, music, religion and philosophy</li> <li>5. A basic awareness of geographic influences on the development of cultures.</li> <li>6. Skills necessary to evaluate the growth and decline of civilizations, changing concepts of right and wrong, heroism, relationships between religion and state and conflicts between social and economic classes.</li> <li>7. An Awareness of the roles played by earlier civilizations of the River Valleys, and Classical Civilizations of Greece, Rome and Africa in the development of modern civilization</li> </ol>
Date completed	September 2011