

**AP WORLD  
(WHAP)  
2016-2017  
School of the Arts  
Mr. Tillotson  
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694-0311**

**Course Overview:**

In AP World History at School of Arts you will develop a greater understanding of the evolution of global processes and contacts including interactions over time. This full year course explores the expansive history of the human world. You will learn many facts, but also the critical thinking skills necessary to analyze historical evidence. Imbedded within the curriculum of this course are five themes that will be used as a frame of reference in the chronological study of our world's history; these themes are: Interaction between humans and the environment; development and interaction of cultures; state-building, expansion and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures.

WHAP is equivalent to an introductory college survey course. The course has a three-fold purpose. First, it is to prepare students for successful placement into higher-level college and university courses. Second, it is designed to develop skills of analysis and thinking in order to prepare students for success in the twenty-first century. Finally, it is the intent of this course to make the learning of world history an enjoyable experience (perhaps even fun). You will write essays, do projects and participate in Socratic learning circles in order to meet the course objectives.

**The Five AP World History (WHAP) Themes:**

1. Interaction between Humans and the Environment: demography and disease, migration, patterns of settlement, technology
2. Development and Interactions of Cultures: religions, belief systems, philosophies, and ideologies, science and technology, the arts and architecture.
3. State Building, expansion, and conflict: political structures and forms of governance, empires, nations and nationalism, revolts and revolutions, regional, transregional, and global structures and organizations
4. Creation, expansion, and interaction of economic systems: agricultural and pastoral production, trade and commerce, labor systems, industrialization, capitalism and socialism
5. Development and Transformation of Social Structures: Gender roles and relations, family and kinship, racial and ethnic constructions, social and economic classes

**The Six Units of study in AP World History:**

Unit 1	Technological and Environmental Transformations	To 600 B.C.E
Unit 2	Organization and Reorganization of Human Societies	600 B.C.E to 600 C.E.
Unit 3	Regional and Transregional Interactions	600 C.E. to 1450 C.E.
Unit 4	Global Interaction	1450 C.E. to 1750 C.E.
Unit 5	Industrialization and Global Integration	1750 C.E. to 1900 C.E.
Unit 6	Accelerating Global Change and Realignment	1900 C.E. to present

**Texts and readers for the course include but are not limited to:**

**College level Text:**

- Bentley, Jerry and Herbert Ziegler. *Traditions and Encounters: A Global Perspective on the Past*. New York: McGraw-Hill. Second & Third edition 2003,2005.

**A variety of other reading and resources utilized throughout the course include:**

- Adas, Michael, Marc J. Gilbert, Peter Stearns, and Stuart B. Schwartz. *World Civilizations: The Global Experience*. Upper Saddle River, NJ: Prentice Hall.
- Fernandez-Armesto, Felipe. *The World: A History, Combined Volume*. Upper Saddle River, NJ: Prentice Hall, 2007
- Bulliet, Richard, Daniel R. Headrick, David Northrup, Lyman L. Johnson, and Pamela Kyle Crossley. *The Earth and Its Peoples: A Global History*. Boston: Houghton Mifflin.
- Spodek, Howard. *World's History*. Upper Saddle River, NJ: Prentice Hall
- Lockard, Craig A. *Societies, Networks, and Transitions: A Global History*. Boston: Houghton Mifflin Company, 2008.
- *World History in Documents: A Comparative Reader* edited by Peter N. Stearns, New York: New York University Press; 1998.
- *The World that Trade Created* by Kenneth Pomeranz, M.E. Sharpe; 2000.
- *The Human Record* edited by Alfred Andrea and James Overfield, Boston: Houghton Mifflin; 5th Ed., 2004.
- *Taking Sides: Clashing Views on Controversial Issues in World Civilizations*, Volumes I and II, edited by Helen and Joseph Mitchell, New York: McGraw Hill; 5th ed., 2007.
- *Discovering the Global Past- A Look at the Evidence*, ed. By Merry E. Weisner, William Bruce Wheeler, Franklin M. Doeringer, and Kenneth R. Curtis, New York: Houghton Mifflin Company; Third Edition 2007.
- *Global History and Geograohy-Readings and Documents*, Ed. By Norman Lunger, New York: Amsco School Publications, Inc, 2003.
- *Worlds of History-A Comparative Reader*, Ed. By Kevin Reilly, New York: Bedford/St.Martin's; Second Edition, 2004

## Course Requirements:

- ☑ Students will write a weekly essay, based on a writing prompt provided by me. These essays will incorporate one of the following four historical thinking skills – crafting historical arguments from historical evidence, chronological reasoning, comparison and contextualization, and historical interpretation and synthesis.
- ☑ All essay homework assignments are given at least a week in advance and therefore are due on the due date (no late work- no excuses).
- ☑ Weekly current event assignment which examines point of view and world events.

## Behavior Expectations:

- ☑ Everyone will be respectful toward others in the classroom.
  - ❖ This includes not talking while I am or anyone else is talking. This also means respecting the property, personal space and ideas of others. Absolutely no insulting, hurtful or provocative comments will be tolerated. Basically follow the “Do unto others as you would have them do unto you” rule.
  - ❖ NOTE: We spend a good deal of time analyzing religions and religious documents because they reflect the culture and historical perspective of the people and events that shaped history. Many religions, cultures, values and cultural practices will be studied. No particular religious or cultural view will be favored over others; however, the course will consider how different aspects of culture, including religion, affected and shaped history. Since this is a global course, we will explore the point of view of a variety of peoples and countries, only one of which will be the United States. Be respectful of others, their opinions, and cultural differences. I will not tolerate rudeness or insensitivity.
- ☑ Everyone will be present and on time.
  - ❖ Attendance in this class is SO important! If you are absent, you miss a LOT! It is important that you be here everyday. If you must be absent, you should get your make-up work immediately and stay caught up.
- ☑ Everyone will be prepared for class.
  - ❖ You must bring all your required materials each day. Even more important is your daily preparation for class. You will, almost always, have a reading assignment and notes should ALWAYS be taken on the reading. These won't always be collected, but it is absolutely VITAL that you stay caught up on doing these every day. You might have other homework as well. Homework assignments should always be completed on time. If you get behind, it is extremely hard to catch up.
- ☑ We will work every day.
  - ❖ Time in this class should be spent wisely. That means being ready to work when class starts, paying attention, following directions, staying awake, keeping your head up, and doing what you are supposed to be doing at the time. We will work right up to the end of the class, so you need to stay in your seat until dismissed. No lining up at the door or putting on your backpack!
- ☑ We will eliminate distractions.
  - ❖ Our time in this class is for class work and activities. You will be expected to participate and pay attention at all times. You will also be expected to work quietly, without distracting others. I will confiscate any object that is causing a distraction to you or to others (this also includes work for other classes). This also means that if someone is distracting you when they shouldn't be, you will need to take it upon yourself to “eliminate the distraction” in some way (talk to me about it if necessary). You can always move to a new seat.
- ☑ We will all take responsibility for our own actions.
  - ❖ This means controlling yourself, keeping yourself on task, and following through on your good intentions. This also means accepting the consequences of misbehavior without arguing or taking back. Excuses or blaming others is NOT ACCEPTABLE. Only you can control your own behavior. Any problems will be discussed privately, AFTER CLASS. During class, we will continue with our work. If there is a problem, it is between the two of us, and must be discussed privately.

## Grading Policy:

<b>Quizzes =40%</b>	Tests and quizzes cover information from the readings, handouts, class discussions and lectures and are usually in multiple-choice format (on occasion essay quiz). The multiple-choice questions are taken from various test banks and are also of my own creation. Quizzes are given weekly and the content will be accumulative throughout the marking period.
<b>Projects/class assignments/chapter study questions =20%</b>	Students will be required to complete various reading, individual and group assignments. You will also maintain a three ring binder notebook throughout the year. All of the current marking periods work will be stored in the binder. The binder will have four sections (1- quizzes, 2- class notes, 3-essays, and 4- homework notes.)
<b>Essays = 20%</b>	Students will be required to write one essay every week. The instructor will hand out a writing prompt at least one week in advance and the students will complete the essay and turn it in on by 8pm Sunday nights (electronically when possible).
<b>Current Event= 10%</b>	Students will complete a 3 paragraph essay on a current world event.
<b>Notes = 10%</b>	The students will complete a note taking assignment weekly that is to be turned in on Monday in class.

### **UNIT One: Technological and Environmental Transformations 8000 B.C.E to 600 B.C.E.**

#### Key concepts:

1. World History in Place and Time (big geography)
  - Interaction of geography and climate with the development of human society
  - Major population changes resulting from human and environmental factors
  - Nature and causes of changes
2. Developing Agriculture and Technology
  - Agricultural, pastoral, and foraging societies and their characteristics
  - Emergence of agriculture and other technological change
  - Nature of villages
  - Effects of agriculture on the environment and peoples
3. Basic Features of Early Civilizations in Different Environments
  - Political and social structure of: Mesopotamia, Egypt, Indus, Shang, Mesoamerican and Andean South America

#### Activities:

- Weekly essays based on textbook readings: including (but not limited to) the following topics- cooperation among early peoples, early migrations, and early civilizations.
- Students will read Chapter 1 in *World History in Documents*: the students will compare and contrast diverse sets of laws.
- Students will participate in a debate over *The world is a better place* (Staley)
- Teach point of view using the football game lesson
- Students will complete a graphic organizer that analyzes how geography affected the development of political, social, economic, and belief systems in the earliest civilizations in: Mesopotamia, Egypt, South Asia, East Asia, Mesoamerica, Andes
- Use the sneaker game to teach DBQ grouping
- Write a geography DBQ
- Group presentations: CCOT between two early civilizations
- Chapters 1 and 2 from *The Human Web*

**UNIT Two**  
**Organization and Reorganization of Human Societies**  
**600 B.C.E. to 600 C.E.**

Key Concepts:

1. Classical Civilizations
  - Major political developments in Middle East, South Asia, East Asia, the Americas, Africa, and Oceania
  - Social and gender structures
  - Major trading patterns within and among Classical civilizations
  - Arts, sciences, and technology
2. Major Belief Systems
  - Basic features of major world belief systems prior to 600 CE
  - Physical place of each belief system by 600 CE: Polytheism, Hinduism, Judaism, Confucianism, Daoism, Buddhism, Christianity
3. Late Classical period (200 CE to 600 CE)
  - Collapse of empires (Han, Western Roman Empire, Gupta)
  - Movements of peoples (Huns, Germans)
  - Interregional networks by 600 CE: trade and religious diffusion

Activities:

- Weekly essays based on textbook readings: including (but not limited to) the following topics- Major belief systems, migrations of people, and trade networks.
- Reading from *the Human Record* 128-136
- Reading from *Worlds of History* Chapter 5- Conditions of women in classical civilization
- Reading from *Worlds of History* Chapter 6-Buddhism and Christianity-jigsaw share out
- Discuss how to write a CCOT essay using Dani California
- Students will write CCOT essay: Han/Roman from AP World exam
- Aryan Invasion Myth Socratic Circle
- Allegory of the cave reading/discussion/reenacted
- *Guns, Germs and Steel* pt. one
- Group presentations: Major religions
- Chapter 3 from *The Human Web*

**UNIT Three**  
**600-1450**  
**Regional and Transregional Interactions**

Key Concepts:

1. The Islamic World
  - The rise and role of Dar al-Islam in Eurasia and Africa
  - Islamic political structures
  - Arts, sciences, and technologies
2. Interregional networks and contacts
  - Development and shifts in interregional trade, technology, and cultural exchange: Trans-Saharan trade, Indian Ocean trade, Silk routes
  - Missionary outreach of major religions
  - Contacts between major religions, e.g., Islam and Buddhism, Christianity and Islam
  - Impact of the Mongol empires
3. China's Expansion
  - Growth and role of cities
  - The Tang and Song economic revolutions and the early Ming dynasty
  - Chinese influence on surrounding areas and its limits
4. Developments in Europe
  - Restructuring of European economic, social, and political institutions
  - The division of Christendom into eastern and western cultures
5. Social, Cultural, Economic, and Political Patterns In The Amerindian World:
  - Maya, Aztec, Inca
6. Demographic and Environmental Changes

- Causes and effects of the nomadic migrations on Afro-Eurasia
- Bantu migrations
- Consequences of plague in the fourteenth century

Activities:

- Weekly essays based on textbook readings: including (but not limited to) the following topics- Spread of Islam, Various trade routes, American empires, and the results of various contacts between religions.
- Student created graphic organizer- causes and consequences of the spread of Islamic Empires
- Students will compare Viking and Polynesian migrations
- Group project focusing on the Effects of Mongolian conquest in one of the following areas: Russia, China, Middle East.
- Web quest- the life and travels of Ibn Battuta
- How to write a change over time essay- using pictures from students past.
- Write an actual Comparison essay-patterns of interactions along the Silk Roads 200 BCE- 1450 BCE
- Class debate:
  - Were the tributary and labor obligations in the Aztec and Incan empires more effective than similar obligations in the Eastern Hemisphere?
  - Why 200-1000 CE and 600-1450 CE instead of 600-1450 CE?
- Chapters 4 and 5 from *The Human Web*

**Unit Four**  
**1450-1750**  
**Global Interaction**

Key Concepts:

1. Changes in Trade, Technology, and Global Interactions
2. Knowledge of Major Empires and Other Political Units and Social Systems
  - Ottoman, China, Portugal, Spain, Russia, France, England, Tokugawa, Mughal.
  - African empires: Kongo, Benin, Oyo, Songhay
  - Gender and empire
3. Slave Systems and Slave Trade
4. Demographic and Environmental Changes:
  - Diseases, animals, new crops, and comparative population trends
5. Cultural and Intellectual Developments
  - Scientific Revolution and the Enlightenment
  - Comparative global causes and effects of cultural change
  - Changes and continuities in Confucianism
  - Major developments and exchanges in the arts

Activities:

- Weekly essays based on textbook readings: including (but not limited to) the following topics- Changes in the arts, Confucianism, Scientific Revolution, and role of Gender in various empires.
- Group project: each group represents a major empire: Spanish, Ottoman, or Russian
- Guns, Germs and Steel Part 2
- Read Chapter 3-*The Human Record*- Confucianism in China and Japan-class discussion
- Individual project :World explorer press conference
- Students will read Chapter 16 from *World History in Documents*- followed by class discussion comparing and contrasting slavery in Latin America, and Russian Serfdom.
- Essay silver mining: from previous AP World exam
- Chapter 6 from *The Human Web*

**UNIT Five**  
**1750–1900**  
**Industrialization and Global Integration**

Key Concepts:

1. Changes in Global Commerce, Communications, and Technology
  - Changes in patterns of world trade
  - Causes and effects of the Industrial Revolution: political, economic, social, environmental
2. Demographic and Environmental Changes
  - Migrations, end of the Atlantic slave trade, new birthrate patterns; food supply
3. Changes in Social and Gender Structure, Especially as Related to the Industrial Revolution
4. Political revolutions and independence movements and new political ideas
  - Revolutions in the United States, France, Haiti, Mexico, China, Latin America
  - Rise of nationalism, nation-states, and movements of political reform
  - Rise of democracy and its limitations
5. Rise of Western Dominance
  - Imperialism
  - Cultural and political reactions

Activities:

- Weekly essays based on textbook readings: including (but not limited to) the following topics- commerce, communication, Social Revolution, Political Revolution, Imperialism, and Nationalism
- Students will participate in the Industrial Revolution game
- Students will complete a graphic organizer comparing and contrasting revolutions in the U.S., France, Haiti, Mexico, China, and Latin America
- Scramble for Africa game and simulation
- Group projects: Political Cartoon exploration, discovery, and presentations.
- Utilizing a series of documents, maps and charts in the released DBQ about indentured servitude in the 19<sup>th</sup> and 20<sup>th</sup> centuries, students will assess the connections between abolition of plantation slavery and increased migrations from Asian countries to the Americas.
- French Revolution simulation
- Belgium Congo from Choices
- *Guns, Germs, and Steel* pt. 3
- Chapter 7 from *The Human Web*

**UNIT Six**  
**Accelerating Global Change and Realignment**  
**1900-present**

Key Concepts:

1. Wars and Diplomacy
  - The World Wars, Holocaust, Cold War, international organizations
  - Globalization of diplomacy and conflict
  - Reduction of European influence
  - League of Nations, United Nations, European Union, non-aligned nations.
2. Patterns of Nationalism
  - Decolonization: its political, economic, and social causes and effects
  - Genocide
  - Rise and fall of the USSR
3. Effects of Major Global Economic Developments
  - The Great Depression: political, social and economic causes and effects
  - Development of the Pacific Rim and multinational corporations
4. Social Reforms and Social Revolutions Changing gender roles; family structures; rise

of feminism Marxism in its various forms

5. Globalization of Science, Technology and Culture

- Developments in global cultures and regional reactions
- Patterns of resistance against technology

6. Demographic and Environmental Changes

- Migrations; explosive population growth; new forms of urbanization; deforestation and environmental movements

Activities:

- Weekly essays based on textbook readings: including (but not limited to) the following topics- Communism, WWI, WWII, Decolonization, Global economy, and Terrorism.
- Russian Revolution from Choices
- Indian Partition from Choices
- Various Tournament of Champions-used for review
- Read chapter 29 *World History in Documents*-Women in the third world
- Read pages 380-386, *The Human Record*, The decision to drop the atomic bomb
- Cold War press conference (30 world leaders present)
- Chapter 8 from *The Human Web*

**New York State Regents review**

1. Review for NYS Regents' exam that will be the final exam. (students need to achieve at least a 65% to receive a NYS regents diploma)
2. Complete a research project based on a particular current events topic. The student will become an expert on one event and will share that knowledge through a written report as well as a power point production over the last three weeks of school.



## How to write WHAP Thesis Statements

### Introduction

Writing in college often takes the form of persuasion—convincing others that you have an interesting, logical point of view on the subject you are studying. Persuasion is a skill you practice regularly in your daily life. You persuade your roommate to clean up, your parents to let you borrow the car, your friend to vote for your favorite candidate or policy. In college, course assignments often ask you to make a persuasive case in writing. You are asked to convince your reader of your point of view. This form of persuasion, often called academic argument, follows a predictable pattern in writing. After a brief introduction of your topic, you state your point of view on the topic directly and often in one sentence. This sentence is the thesis statement, and it serves as a summary of the argument you'll make in the rest of your paper.

### What is a thesis statement?

#### A thesis statement:

- tells the reader how you will interpret the significance of the subject matter under discussion.
- is a road map for the paper; in other words, it tells the reader what to expect from the rest of the paper.
- directly answers the question asked of you. A thesis is an interpretation of a question or subject, not the subject itself. The subject, or topic, of an essay might be World War II or Moby Dick; a thesis must then offer a way to understand the war or the novel.
- makes a claim that others might dispute.
- is usually a single sentence somewhere in your first paragraph that presents your argument to the reader. The rest of the paper, the body of the essay, gathers and organizes evidence that will persuade the reader of the logic of your interpretation.

If your assignment asks you to take a position or develop a claim about a subject, you may need to convey that position or claim in a thesis statement near the beginning of your draft. The assignment may not explicitly state that you need a thesis statement because your instructor may assume you will include one. When in doubt, ask your instructor if the assignment requires a thesis statement. When an assignment asks you to analyze, to interpret, to compare and contrast, to demonstrate cause and effect, or to take a stand on an issue, it is likely that you are being asked to develop a thesis and to support it persuasively.

### How do I get a thesis?

A thesis is the result of a lengthy thinking process. Formulating a thesis is not the first thing you do after reading an essay assignment. Before you develop an argument on any topic, you have to collect and organize evidence, look for possible relationships between known facts (such as surprising contrasts or similarities), and think about the significance of these relationships. Once you do this thinking, you will probably have a "working thesis," a basic or main idea, an argument that you think you can support with evidence but that may need adjustment along the way.

Writers use all kinds of techniques to stimulate their thinking and to help them clarify relationships or comprehend the broader significance of a topic and arrive at a thesis statement.

### How do I know if my thesis is strong?

Ask yourself the following:

- *Do I answer the question?* Re-reading the question prompt after constructing a working thesis can help you fix an argument that misses the focus of the question.
- *Have I taken a position that others might challenge or oppose?* If your thesis simply states facts that no one would, or even could, disagree with, it's possible that you are simply providing a summary, rather than making an argument.
- *Is my thesis statement specific enough?* Thesis statements that are too vague often do not have a strong argument. If your thesis contains words like "good" or "successful," see if you could be more specific: *why* is something "good"; *what specifically* makes something "successful"?
- *Does my thesis pass the "So what?" test?* If a reader's first response is, "So what?" then you need to clarify, to forge a relationship, or to connect to a larger issue.
- *Does my essay support my thesis specifically and without wandering?* If your thesis and the body of your essay do not seem to go together, one of them has to change. It's o.k. to change your working thesis to reflect things you have figured out in the course of writing your paper. Remember, always reassess and revise your writing as necessary.
- *Does my thesis pass the "how and why?" test?* If a reader's first response is "how?" or "why?" your thesis may be too open-ended and lack guidance for the reader. See what you can add to give the reader a better take on your position right from the beginning.

# HOW TO WRITE AN AP WORLD ESSAY

## Essay Outline

### Introductory Paragraph

**1st Sentence:** - introduce your topic or restate the question in a sentence.

**2nd sentence:** lead toward your thesis

**3rd sentence:** Your thesis (may take more than one sentence)

### I. Opinion

a. Reason 1

i. Fact or explanation

ii. Explain how it leads to reason 2 (cause/effect, chronological)

b. Reason 2

i. Fact or explanation

ii. Explain how it leads to reason 3 (cause/effect, chronological)

c. Reason 3

i. Fact or explanation

**A simple thesis will only list the three reasons while a sophisticated thesis will list the three reasons and supporting evidence as outlined above.**

### Body (3 paragraphs)

#### I. 1st Body paragraph:

a. Topic sentence of first thesis idea (IMPORTANT: go in the same order as your thesis. Your first thesis idea is your first body paragraph and so on.)

b. 2-4 facts that support the topic sentence

c. Explanation that specifically shows how the facts prove your idea in your topic sentence (which is in your thesis).

d. Repeat a and b at least 3 times or until your idea is proven

e. Last sentence is a mini thesis for this topic only. Restate the topic and briefly list the 3 explanations (Arguments) you made in this paragraph.

#### II. 2nd Body paragraph:

a. Topic sentence of second thesis idea (IMPORTANT: go in the same order as your thesis. Your second thesis idea is your second body paragraph.)

b. 2-4 facts that support the topic sentence

c. Explanation that specifically shows how the facts prove your idea in your topic sentence (which is in your thesis).

d. Repeat a and b at least 3 times or until your idea is proven

e. Last sentence is a mini thesis for this topic only. Restate the topic and briefly list the 3 explanations (arguments) you made in this paragraph.

#### III. 3rd Body Paragraph

a. Topic sentence of third thesis idea (IMPORTANT: go in the same order as your thesis. Your third thesis idea is your third body paragraph.)

b. 2-4 facts that support the topic sentence

c. Explanation that specifically shows how the facts prove your idea in your topic sentence (which is in your thesis).

d. Repeat a and b at least 3 times or until your idea is proven

e. Last sentence is a mini thesis for this topic only. Restate the topic and briefly list the 3 explanations (arguments) you made in this paragraph.

### Conclusion (at least 4 sentences)

a. State your thesis as a conclusion and remind the reader of your important reasons and arguments

b. Explain why your conclusion is important historically.

<b>Basic Core</b> <i>Historical skills and knowledge required to show competence.</i>		<b>Expanded Core</b> <i>Historical skills and knowledge required to show excellence.</i>	
1. Has acceptable thesis.	1 Point		<ul style="list-style-type: none"> <li>▪ Has a clear, analytical, and comprehensive thesis</li> <li>▪ Addresses all parts of the question (as relevant): comparisons, chronology, causation, connections, themes, interactions, content.</li> <li>▪ Provides ample historical evidence to substantiate thesis.</li> <li>▪ Relates comparisons to larger global context.</li> <li>▪ Makes several direct comparisons consistently between or among societies.</li> <li>▪ Consistently analyzes the causes and effects of relevant similarities and differences.</li> </ul>
2. Addresses all parts of the of the question, though not necessarily evenly or thoroughly. <i>(Addresses most parts of the question: for example, deals with differences but not similarities)</i>	2 Points  (1)		
3. Substantiates thesis with Appropriate evidence.  <i>(Partially substantiates thesis with appropriate evidence)</i>	2 Points  (1)		
4. analyses appropriate evidence in three relevant, logical, and historically significant body paragraphs	1 Point		
5. highlighted thesis/minimum 600 words (defaults to 0%).	1 Point		

Basic Core (0-7)	( )	9 Points	100
+		8 Points	90
Expanded Core (0-2)	( )	7 Points	80
=		6 Points	70
Total Score (0-9)	( )	5 Points	60
		4 Points	50
		3 Points	40
		2 Points	30
		1 Points	20
		0 Points	0



**Please remove this paper from the packet and turn into Mr. Tillotson**

What do I like about world history?

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What did I not like (if anything about Global I)?

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Why am I taking WHAP?

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I have received the WHAP syllabus and summer work assignments and understand that if I do not complete the summer work, I will be dropped from the course and placed in a Global II regent's course. I also understand that it is my responsibility to communicate to Mr. Tillotson through email if I am unable to complete the essay assignments on the due dates (vacation, out of town, etc.)

Name \_\_\_\_\_

Email \_\_\_\_\_