**Course: World History AP**

**Unit: 1 – The Rise of Agriculture and Agricultural Civilizations**

**Last Updated**

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| Topic | Learning Targets | Academic Vocabulary |
| **The Emergence of World History: (Stearns; Prologue)**  **(Wood; p 21-29)** | * Students should know the migration of early people. * Students should know what civilization means. * Students should know the six units or periods in the course. * Students should know the major themes in world history. * Students should know the world regions and important countries around the world. | **cultural diffusion**  demography  intervening obstacles  "marker events"  migrations  *The Myth of Continents*  periodization  perspective  push and pull factors |
| Topic | Learning Targets | Academic Vocabulary |
| **The Rise of Agriculture**  **(Stearns; Chapter 1)**  **(Wood; p 29-34)** | * Students should know how the Neolithic Revolution led to the development of new and more complex economic and social systems. * Students should know the technological innovations that led to improvements in agricultural production, trade, and transportation (pottery, plows, woven textiles, metallurgy, and wheels and wheeled vehicles). * Students should know how agriculture and pastoralism began to transform human societies (new weapons: compound bows and iron weapons. New transportation: chariots and horseback riding). * Students should be able to explain the rise of civilization and cities. Include monumental architecture and urban planning. * Students should know the first states that emerged within the core civilizations. * Students should be able to identify the culture and place of the Tigris-Euphrates River Civilization, Egyptian Civilization, Indian (Mohenjo-Daro), Chinese River Valley civilizations (Shang), Olmecs in Mesoamerica, and Chavin in Andean South America. Include significant roles each in unifying states through laws, language, literature, religion, myths, and art. | Paleolithic Age, Mesolithic Age, and Neolithic Revolution  agriculture  bipedalism  Catal Hayuk  cultural diffusion  division of labor  horticulture  independent invention  Jericho  Lucy  Neolithic craft industries  pastoralism  polytheism  primary sources  specialization  surplus  domestication  nomads  culture  matrilocal, matrilineal  Metalworking, metallurgy  River Valley Civilizations  Ziggurats  Cuneiform  City-States  Monotheism, Judaism  Mosaic and Hammurabi's Law Codes  Pyramids  Hieroglyphics |