

Annotated and Illustrated Timeline Project – (8,000 B.C.E. – 1750 C.E.)

Your group will be assigned ONE theme and multiple regions. You have been provided with a list of several examples of key developments for each theme. Note that these events occurred within the time frame we have covered up to this point in our AP World History course.

Theme: _____

Group members: _____

YOUR TASK:

- Create a timeline that begins with 8,000 B.C.E. and ends with 1750 C.E. Place each of the suggested events/developments for your assigned theme in its chronologically proper place on the time line. Your title should include the theme, region(s) and timeframe.
- Provide a visual/picture representation on the timeline for each of your events/developments AND be sure to designate the region or regions related to the event or development if your topic is not strictly limited to one region.
- For each event listed on the timeline, annotate a VERY BRIEF description of the development/event.
- At the very bottom of the page, compose a thesis statement for your Theme Question. Remember that strong thesis statements identify time, place, and reasons for the changes and/or continuities!!

SAMPLE TIMELINE FORMAT

Theme: Interaction (8,000 B.C.E. – 1450)
Wombonia

Include Pictures/Visuals for each event!

←-----!-----!-----!-----!-----→ 1750

8,000 B.C.E.	3,000 B.C.E.	300 C.E.	600
1.Wombonians develop Larva harvesting	2. Wombonians stop eating each other	3.H2N2 Virus	4.Wombonians make contact with Snellians

Annotations:

1. The Wombonian larva harvesting caused a dramatic population increase from 10 million in 10,000 B.C.E. to 153 million in 400 B.C.E.
2. Wombonians begin to live together and gather near larva supplies.
3. H2N2 leads to a decline in the population.
4. Wombonian contacts lead to the spread of diseases and ideas (new foods, technology, etc.)

Thesis: The spread of technology from the Wombonian larva harvesting led to an increase in food production that helped maintain a steady population growth, but epidemic disease and forced migrations caused declines or flat population growth in particular regions at times.

GROUP PRESENTATIONS – CHANGE AND CONTINUITY

Each group will be expected to give a presentation that does the following:

1. Uses a map to identify the locations/boundaries of the region(s) you are discussing and briefly describes the items on your timeline.
2. Analyzes and evaluates significant changes and continuities.
3. Explains the reasons for the changes and/or continuities.

All members of the group must contribute to the presentation.

Presentations may NOT exceed 5-7 minutes!

Rubric:

ANNOTATED TIMELINE (70 Points)

Visual Presentation/Organization (10)

Neatly presents work in the format suggested in the instructions.

Missing heading(s) and/or other aspects of the suggested format and/or shows lack care for the appearance of the final product

Inclusion of accurate information (30)

Accurately annotates relevant information about the assigned topics or events

Accurately annotates relevant information about the assigned topics or events, but with a few weaknesses and/or inaccuracies

Fails to annotate some or all events on the timeline

Thesis Statement relates to the events on the timeline (30)

Thesis statement identifies the time and place(s) and includes an analytical summary of how the events of your theme led to major changes AND continuities AND addresses the reasons for the changes and/or continuities.

Thesis statement is not analytical (merely descriptive) and or does not evaluate the concept of BOTH continuity and change and/or fails to assess reasons for the change and continuity.

GROUP PRESENTATIONS – CHANGE AND CONTINUITY

Presentation (25 points)

Addresses all three elements of the presentation thoroughly and accurately but not necessarily evenly. (i.e. there may be more to say on one aspect of the presentation than another).

1. Uses a map to identify the locations/boundaries of the region(s) you are discussing and briefly describes the items on your timeline.
2. Analyzes and evaluates significant changes and continuities.
3. Explains the reasons for the changes and/or continuities.

Does not adequately address all parts of the task – several inaccuracies and/or missing information

Presentation Dynamics (5)

All members participated in the presentation

One or two members dominated the entire presentation with little to no input from certain group members AND/OR the group exceeded their time limit.

AP WORLD HISTORY THEME:

1. **Interaction between humans and the environment** (EUROPE, ASIA, AFRICA, AMERICAS)

Demography, disease, environment: Black Death, Columbian Exchange, Little Ice Age, crop diffusion, Columbian Exchange

Migrations: “land bridge” migration to Americas, Indo-European migrations, Bantu migrations, settlement of islands throughout Oceania, Turkish and Mongol migrations, African slave migrations

Technology: Neolithic (Agricultural) Revolution, Iron, Bronze, maritime technology

Patterns of settlement: River Valley Civilizations (Fertile Crescent, Indus River Valley, Yellow River Valley), early civilizations in Mesoamerica and Andean South America, urbanization, increased agricultural production

Theme Question: To what extent has the 8,000 B.C.E. -1750 C.E. timeframe been a period of change or continuity with respect to the relationship of humans and their environment?

AP WORLD HISTORY THEME:

2. **Development and interaction of cultures** (ASIA)

CHINA

Belief systems, philosophies, and ideologies: Confucianism, Daoism, Legalism

Science and technology: Oracle Bones, Pictogram Writing System, Great Wall, Grand Canal, block printing, paper, compass, gunpowder, paper money

The Arts and Architecture: landscape painting, porcelain, pagodas

INDIA

Religions: Hinduism, Buddhism, Jainism, Islam, Bhakti Movement, Sikhism

Belief systems, philosophies, and ideologies: Confucianism, Daoism, Legalism

Science and technology: Decimal system, concept of zero

The Arts and Architecture: Persian miniature paintings, Mughal miniature paintings, monumental architecture

THE MIDDLE EAST

Religions: Zoroastrianism, Judaism, Christianity, Islam, Crusades

Belief systems, philosophies, and ideologies: monotheism

Science and technology: Algebra, astrolabe, medical innovations

The Arts and Architecture: pyramids, ziggurats, qanats, calligraphy, mosques

Theme Question: To what extent did your assigned cultures either change other cultures or transformed as a result of interactions with other cultures from the period 8,000 B.C.E. – 1750 C.E. and to what extent did the areas retain elements of continuity?

AP WORLD HISTORY THEME:

2. **Development and interaction of cultures** (EUROPE AND AMERICAS)

WESTERN EUROPE

GREECE AND ROME

Religions: Greek and Roman mythology, Christianity

Belief systems, philosophies, and ideologies: Greco Roman philosophy (Plato, Socrates, Aristotle)

Science and technology: Pythagoras, Ptolemy, Roman Roads, aqueducts

The Arts and Architecture: Parthenon, columns, sculptures, colosseum

BYZANTINE EMPIRE

Religions: Orthodox Christianity, Islam, Schism, Crusades

Belief systems, philosophies, and ideologies: iconoclasts

Science and technology: Cyrillic alphabet

The Arts and Architecture: Hagia Sophia, icons

MEDIEVAL AND RENAISSANCE WESTERN EUROPE

Religions: Roman Catholic, Schism, Islam, Crusades, Inquisition, Protestant Reformation

Belief systems, philosophies, and ideologies: Scholasticism, Machiavelli, humanism

Science and technology: three-field system, crop rotation

The Arts and Architecture: Romanesque and Gothic Cathedrals, castles, troubadours, printing press, Renaissance, vernacular

THE AMERICAS

Religions: polytheism

Belief systems, philosophies, and ideologies: Jaguar worship, human sacrifice (Aztecs)

Science and technology: Terrace Farming, Mayan and Aztec calendars, maize, quipu (Incans)

The Arts and Architecture: Olmec Heads, temples, Incan Roads, chinampas

Theme Question: To what extent did your assigned cultures either change other cultures or transformed as a result of interactions with other cultures from the period 8,000 B.C.E. – 1750 C.E. and to what extent did the areas retain elements of continuity?

AP WORLD HISTORY THEME:

3. State-building, expansion and conflict (ASIA)

Political structures and forms of government: tribe, clan, autocracy, oligarchy, democracy, republic, feudal, monarchy. *Which type of political structure most appropriately describes the governments in your region?*

Political institutions and methods: legal codes, taxation, labor organization, involvement in economic activity, taxation, monumental architecture, cities, role of elites, differential treatment of groups

Reasons for decline: disease, invasion, urban decline, peasant revolts

THE MIDDLE EAST

Egypt (Old, Middle, New Kingdoms/Pharoahs), Mesopotamia (Hammurabi's Code), Hebrews (10 Commandments), Persian Empire (Achaemenids) , under Roma Rule, Rise of Islam, Abbassid and Umayyad Caliphates, Seljuk and Ottoman Turks, the Crusades

EAST ASIA

CHINA

Shang & Zhou Dynasties, Era of Warring States, Qin and Han Dynasties (civil service exams), Sui, Song and Tang Dynasties, Yuan Dynasty, Ming Dynasty, Early Qing Dynasty

JAPAN

Nara and Heian Periods, samurai, bushido, feudalism, Tokugawa Shogunate

SOUTH ASIA/INDIA AND SOUTHEAST ASIA

Harappa Mohenjo-Daro, Mauryan and Gupta Dynasties, Sultanate of Delhi, Angkor Wat, Mughal Empire

Theme Questions: To what extent did the states in your assigned regions reflect both change and continuity in the period 8,000 B.C.E. – 1750 C.E.?

AP WORLD HISTORY THEME:

3. **State-building, expansion and conflict** (EUROPE, AFRICA, AMERICAS)

Political structures and forms of government: tribe, clan, autocracy, oligarchy, democracy, republic, feudal, monarchy. *Which type of political structure most appropriately describes the governments in your region?*

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EUROPE

WESTERN EUROPE

Greek City States (Athens and Sparta), Alexander the Great, Roman Republic, Roman Empire (Julius and Augustus Caesar and Pax Romana), Trajan, Diocletian, Constantine, Charlemagne, Holy Roman Empire, Vikings, the Crusades, rise of early nation-states (England, France, Spain), Magna Carta, Hundred Years War, Louis XIV

EASTERN EUROPE

Byzantine Empire, Justinian's Code, Prince Vladimir of Russia, Peter the Great

CENTRAL ASIA

Mongol Empire, Turkish Nomads (Seljuks, Ottomans)

THE AMERICAS

The Olmecs, Mayan Empire, Aztec Empire, Inca Empire

AFRICA

Sudanic States (Mali, Ghana, Songhay), Swahili Coast, stateless societies

Theme Questions: To what extent did the states in your assigned regions reflect both change and continuity in the period 8,000 B.C.E. – 1750 C.E.?

AP WORLD HISTORY THEME:

4. Creation, expansion, and interaction of economic systems (EUROPE, ASIA, AFRICA, AMERICAS)

Role of cities: imperial cities, trade and commercial cities

Economic strategies: roads, currency, banking, manor economy, global economy, mercantilism, joint-stock companies

Labor forms: agriculture, caravan organization, artisans, Atlantic world, slavery, serfdom, mit'a

Include major groups involved in each trading zone, describe items exchanged, and describe and/or discuss factors that promoted or hindered trade in each region: Silk Roads, Mediterranean Trade, Indian Ocean Trade, Trans-Saharan Trade, Transatlantic Trade

Theme Question: To what extent did expansion and interaction lead to change in the societies that interacted during the 8,000 B.C.E. – 1750 C.E. timeframe and to what extent did these societies maintain continuity? You may select ONE trading zone for your thesis statement.

AP WORLD HISTORY THEME:

5. Development and transformation of social structures (EUROPE, ASIA, AFRICA, AMERICAS)

THE MIDDLE EAST

Code of Hammurabi (gender roles), patriarchy, veiling of women, slavery, Islam

EUROPE

Qualifications for citizenship in Greece and Rome, role of women and slaves in Greece and Rome, serfdom, role of women in medieval Europe, Christian ideologies, monasticism, elite control of labor in colonies

INDIA

Caste System, role of women (suttee/sati)

AFRICA

Stateless society, kinship groups, gender roles, matrilineal society, Atlantic system, free and unfree labor, mixing of cultures/peoples

EAST ASIA

Civil service, Confucian ideologies, examinations, monasticism, role of women, foot-binding, Japanese feudalism

Theme Question: To what extent do your regions demonstrate change or continuity in terms of gender and social roles within that society from 8,000 B.C.E. – 1750 C.E.?