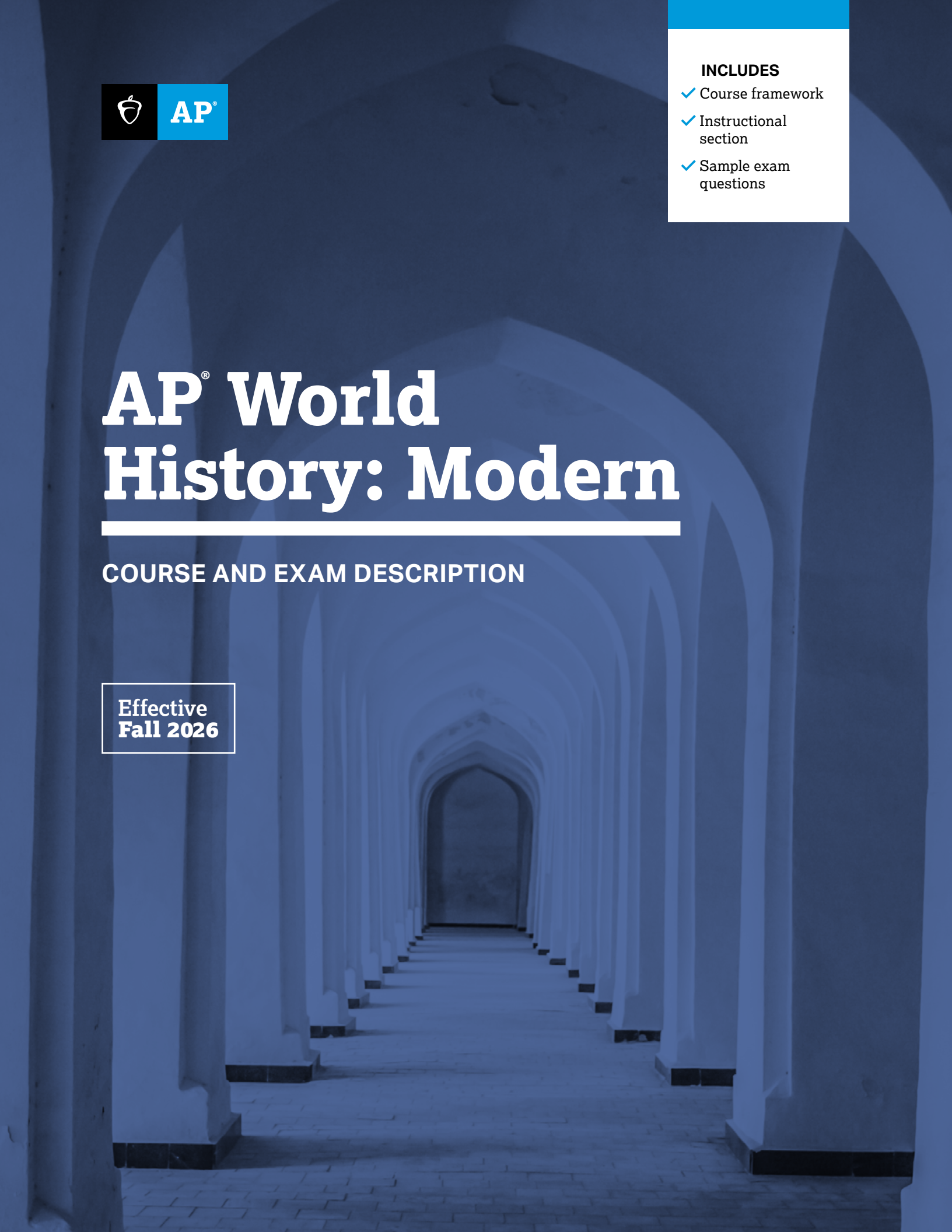

INCLUDES

- Course framework
- Instructional section
- Sample exam questions

AP® World History: Modern

COURSE AND EXAM DESCRIPTION

Effective
Fall 2026

AP® World History: Modern

COURSE AND EXAM DESCRIPTION

Effective
Fall 2026

AP COURSE AND EXAM DESCRIPTIONS ARE UPDATED PERIODICALLY
Please visit AP Central (apcentral.collegeboard.org) to determine whether a more recent course and exam description is available.

What AP® Stands For

Thousands of Advanced Placement teachers have contributed to the principles articulated here. These principles are not new; they are, rather, a reminder of how AP already works in classrooms nationwide. The following principles are designed to ensure that teachers' expertise is respected, required course content is understood, and that students are academically challenged and free to make up their own minds.

1. AP stands for clarity and transparency. Teachers and students deserve clear expectations. The Advanced Placement Program makes public its course frameworks and sample assessments. Confusion about what is permitted in the classroom disrupts teachers and students as they navigate demanding work.
2. AP is an unflinching encounter with evidence. AP courses enable students to develop as independent thinkers and to draw their own conclusions. Evidence and the scientific method are the starting place for conversations in AP courses.
3. AP opposes censorship. AP is animated by a deep respect for the intellectual freedom of teachers and students alike. If a school bans required topics from their AP courses, the AP Program removes the AP designation from that course and its inclusion in the AP Course Ledger provided to colleges and universities. For example, the concepts of evolution are at the heart of college biology, and a course that neglects such concepts does not pass muster as AP Biology.
4. AP opposes indoctrination. AP students are expected to analyze different perspectives from their own, and no points on an AP Exam are awarded for agreement with a specific viewpoint. AP students are not required to feel certain ways about themselves or the course content. AP courses instead develop students' abilities to assess the credibility of sources, draw conclusions, and make up their own minds.

   As the AP English Literature course description states: "AP students are not expected or asked to subscribe to any one specific set of cultural or political values, but are expected to have the maturity to analyze perspectives different from their own and to question the meaning, purpose, or effect of such content within the literary work as a whole."
5. AP courses foster an open-minded approach to the histories and cultures of different peoples. The study of different nationalities, cultures, religions, races, and ethnicities is essential within a variety of academic disciplines. AP courses ground such studies in primary sources so that students can evaluate experiences and evidence for themselves.
6. Every AP student who engages with evidence is listened to and respected. Students are encouraged to evaluate arguments but not one another. AP classrooms respect diversity in backgrounds, experiences, and viewpoints. The perspectives and contributions of the full range of AP students are sought and considered. Respectful debate of ideas is cultivated and protected; personal attacks have no place in AP.
7. AP is a choice for parents and students. Parents and students freely choose to enroll in AP courses. Course descriptions are available online for parents and students to inform their choice. Parents do not define which college-level topics are suitable within AP courses; AP course and exam materials are crafted by committees of professors and other expert educators in each field. AP courses and exams are then further validated by the American Council on Education and studies that confirm the use of AP scores for college credits by thousands of colleges and universities nationwide.

The AP Program encourages educators to review these principles with parents and students so they know what to expect in an AP course. Advanced Placement is always a choice, and it should be an informed one. AP teachers should be given the confidence and clarity that once parents have enrolled their child in an AP course, they have agreed to a classroom experience that embodies these principles.

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About AP

College Board's Advanced Placement® Program (AP®) enables willing and academically prepared students to pursue college-level studies—with the opportunity to earn college credit, advanced placement, or both—while still in high school. Through AP courses in 38 subjects, each culminating in a challenging exam, students learn to think critically, construct solid arguments, and see many sides of an issue—skills that prepare them for college and beyond. Taking AP courses demonstrates to college admission officers that students have sought the most challenging curriculum available to them, and research indicates that students who score a 3 or higher on an AP Exam typically experience greater academic success in college and are more likely to earn a college degree than non-AP students. Each AP teacher's syllabus is evaluated and approved by faculty from some of the nation's leading colleges and universities, and AP Exams are developed and scored by college faculty and experienced AP teachers. Most four-year colleges and universities in the United States grant credit, advanced placement, or both on the basis of successful AP Exam scores; more than 3,300 institutions worldwide annually receive AP scores.

AP Course Development

In an ongoing effort to maintain alignment with best practices in college-level learning, AP courses and exams emphasize challenging, research-based curricula aligned with higher education expectations.

Individual teachers are responsible for designing their own curriculum for AP courses, selecting appropriate college-level readings, assignments, and resources. This course and exam description presents the content and skills that are the focus of the corresponding college course and that appear on the AP Exam. It also organizes the content and skills into a series of units that represent a sequence found in widely adopted college textbooks and that many AP teachers have told us they follow in order to focus their instruction. The intention of this publication is to respect teachers' time and expertise by providing a roadmap that they can modify and adapt to their local priorities and preferences. Moreover, by organizing the AP course content and skills into units, the AP Program is able to provide teachers and students with formative assessments—Progress Checks—that teachers can assign throughout the year to measure student progress as they acquire content knowledge and develop skills.

Enrolling Students: Access, Opportunity, and Readiness

The AP Program welcomes all students willing to challenge themselves with college-level coursework and career preparation. We strongly encourage educators to invite students into AP classes, including students from ethnic, racial, socioeconomic, geographic, or other groups not broadly participating in a school's AP program. We believe that readiness for AP is attainable, and that educators can expand readiness by opening access to Pre-AP course work. We commit to support educators and communities in their efforts to make AP courses widely available, advancing students in their plans for college and careers.

Offering AP Courses: The AP Course Audit

The AP Program unequivocally supports the principle that each school implements its own curriculum that will enable students to develop the content understandings and skills described in the course framework.

While the unit sequence represented in this publication is optional, the AP Program does have a short list of curricular and resource requirements that must be fulfilled before a school can label a course "Advanced Placement" or "AP." Schools wishing to offer AP courses must participate in the AP Course Audit, a process through which AP teachers' course materials are reviewed by college faculty. The AP Course Audit was created to provide teachers and administrators with clear guidelines on curricular and resource requirements for AP courses and to help colleges and universities validate courses marked "AP" on students' transcripts. This process ensures that AP teachers' courses meet or exceed the curricular and resource expectations that college and secondary school faculty have established for college-level courses.

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The AP Course Audit form is submitted by the AP teacher and the school principal (or designated administrator) to confirm awareness and understanding of the curricular and resource requirements. A syllabus or course outline, detailing how course requirements are met, is submitted by the AP teacher for review by college faculty.

Please visit the **AP Course Audit** website for more information to support the preparation and submission of materials for the AP Course Audit.

How the AP Program Is Developed

The scope of content for an AP course and exam is derived from an analysis of hundreds of syllabi and course offerings of colleges and universities. Using this research and data, a committee of college faculty and expert AP teachers work within the scope of the corresponding college course to articulate what students should know and be able to do upon the completion of the AP course. The resulting course framework is the heart of this course and exam description and serves as a blueprint of the content and skills that can appear on an AP Exam.

The AP Test Development Committees are responsible for developing each AP Exam, ensuring the exam questions are aligned to the course framework. The AP Exam development process is a multiyear endeavor; all AP Exams undergo extensive review, revision, piloting, and analysis to ensure that questions are accurate, fair, and valid, and that there is an appropriate spread of difficulty across the questions.

Committee members are selected to represent a variety of perspectives and institutions (public and private, small and large schools and colleges), and a range of gender, racial/ethnic, and regional groups. A list of each subject's current AP Test Development Committee members is available on **AP Central®**.

Throughout AP course and exam development, College Board gathers feedback from various stakeholders in both secondary schools and higher education institutions. This feedback is carefully considered to ensure that AP courses and exams are able to provide students with a college-level learning experience and the opportunity to demonstrate their qualifications for advanced placement or college credit.

How AP Exams Are Scored

The exam scoring process, like the course and exam development process, relies on the expertise of both AP teachers and college faculty. While multiple-choice questions are scored by machine, the free-response questions and through-course performance assessments, as applicable, are scored by thousands of college faculty and expert AP teachers. Most are scored at the annual AP Reading, while a small portion is scored online. All AP Readers are thoroughly trained, and their work is monitored throughout the Reading for fairness and consistency. In each subject, a highly respected college faculty member serves as Chief Faculty Consultant and, with the help of AP Readers in leadership positions, maintains the accuracy of the scoring standards. Scores on the free-response questions and performance assessments are weighted and combined with the results of the computer-scored multiple-choice questions, and this raw score is converted into a composite AP score on a 1–5 scale.

AP Exams are **not** norm-referenced or graded on a curve. Instead, they are criterion-referenced, which means that every student who meets the criteria for an AP score of 2, 3, 4, or 5 will receive that score, no matter how many students that is. The criteria for the number of points students must earn on the AP Exam to receive scores of 3, 4, or 5—the scores that research consistently validates for credit and placement purposes—include:

- The number of points successful college students earn when their professors administer AP Exam questions to them.
- Performance that researchers have found to be predictive of an AP student succeeding when placed into a subsequent higher-level college course.
- The number of points college faculty indicate, after reviewing each AP question, that they expect is necessary to achieve each AP grade level.

Using and Interpreting AP Scores

The extensive work done by college faculty and AP teachers in the development of the course and exam and throughout the scoring process ensures that AP Exam scores accurately represent students' achievement in the equivalent college course. Frequent and regular research studies establish the validity of AP scores as follows:

AP Score	Credit Recommendation	College Grade Equivalent
5	Extremely well qualified	A
4	Well qualified	A-, B+, B
3	Qualified	B-, C+, C
2	Possibly qualified	n/a
1	No recommendation	n/a

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While colleges and universities are responsible for setting their own credit and placement policies, most private colleges and universities award credit and/or advanced placement for AP scores of 3 or higher. Additionally, most states in the U.S. have adopted statewide credit policies that ensure college credit for scores of 3 or higher at public colleges and universities. To confirm a specific college's AP credit/placement policy, use the search engine available on the **AP Credit Policy Search** page.

BECOMING AN AP READER

Each June, thousands of AP teachers and college faculty members from around the world gather for seven days in multiple locations to evaluate and score the free-response sections of the AP Exams. Ninety-eight percent of surveyed educators who took part in the AP Reading say it was a positive experience.

There are many reasons to consider becoming an AP Reader, including opportunities to:

- **Bring positive changes to the classroom:** Surveys show that the vast majority of returning AP Readers—both high school and college educators—make improvements to the way they teach or score because of their experience at the AP Reading.
- **Gain in-depth understanding of AP Exam and AP scoring standards:** AP Readers gain exposure to the quality and depth of the responses from the entire pool of AP Exam takers, and thus are better able to assess their students' work in the classroom.
- **Receive compensation:** AP Readers are compensated for their work during the Reading. Expenses, lodging, and meals are covered for Readers who travel.
- **Score from home:** AP Readers have online distributed scoring opportunities for certain subjects. Check the **AP Reader** site for details.
- **Earn Continuing Education Units (CEUs):** AP Readers earn professional development hours and CEUs that can be applied to PD requirements by states, districts, and schools.

How to Apply

Visit the **Become an AP Reader** site for eligibility requirements and to start the application process.

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AP Resources and Supports

By completing a simple activation process at the start of the school year, teachers and students receive access to a robust set of classroom resources.

AP Classroom

AP Classroom is a dedicated online platform designed to support teachers and students throughout their AP experience. The platform provides a variety of powerful resources and tools to provide yearlong support to teachers and enable students to receive meaningful feedback on their progress.



UNIT GUIDES

Appearing in this publication and on AP Classroom, these planning guides outline all required course content and skills, organized into commonly taught units. Each unit guide suggests a sequence and pacing of content, scaffolds skill instruction across units, and organizes content into topics.



PROGRESS CHECKS

Formative AP questions for every unit provide feedback to students on the areas where they need to focus. Available online, Progress Checks measure knowledge and skills through multiple-choice questions with rationales to explain correct and incorrect answers, and free-response questions with scoring information.



PROGRESS DASHBOARD

This dashboard allows teachers to review class and individual student progress throughout the year. Teachers can view class trends and see where students struggle with content and skills that will be assessed on the AP Exam. Students can view their own progress over time to improve their performance before the AP Exam.



AP QUESTION BANK

This online library of real AP Exam questions provides teachers with secure questions to use in their classrooms. Teachers can find questions indexed by course topics and skills, create customized tests, and assign them online or on paper. These tests enable students to practice and get feedback on each question.

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Digital Activation

In order to teach an AP class and make sure students are registered to take the AP Exam, teachers must first complete the digital activation process. Digital activation gives students and teachers access to resources and gathers students' exam registration information online, eliminating most of the answer sheet bubbling that has added to testing time and fatigue.

AP teachers and students begin by signing in to **My AP** and completing a simple activation process at the start of the school year, which provides access to all AP resources, including AP Classroom.

To complete digital activation:

- Teachers and students sign in to, or create, their College Board accounts.
- Teachers confirm that they have added the course they teach to their AP Course Audit account and have had it approved by their school's administrator.
- Teachers or AP Coordinators, depending on who the school has decided is responsible, set up class sections so students can access AP resources and have exams ordered on their behalf.
- Students join class sections with a join code provided by their teacher or AP Coordinator.
- Students will be asked for additional registration information upon joining their first class section, which eliminates the need for extensive answer sheet bubbling on exam day.

While the digital activation process takes a short time for teachers, students, and AP Coordinators to complete, overall it helps save time and provides the following additional benefits:

- **Access to AP resources and supports:** Teachers have access to resources specifically designed to support instruction and provide feedback to students throughout the school year as soon as activation is complete.
- **Streamlined exam ordering:** AP Coordinators can create exam orders from the same online class rosters that enable students to access resources. The coordinator reviews, updates, and submits this information as the school's exam order in the fall.
- **Student registration labels:** For each student included in an exam order, schools will receive a set of personalized AP ID registration labels, which replaces the AP student pack. The AP ID connects a student's exam materials with the registration information they provided during digital activation, eliminating the need for pre-administration sessions and reducing time spent bubbling on exam day.
- **Targeted Instructional Planning Reports:** AP teachers will get Instructional Planning Reports (IPRs) that include data on each of their class sections automatically rather than relying on special codes optionally bubbled in on exam day.

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Instructional Model

Integrating AP resources throughout the course can help students develop skills and conceptual understandings. The instructional model outlined below shows possible ways to incorporate AP resources into the classroom.



Plan

Teachers may consider the following approaches as they plan their instruction before teaching each unit.

- Use the **Unit at a Glance** table to identify related topics that build toward a common understanding, and then plan appropriate pacing for students.
- Identify useful strategies in the **Instructional Approaches** section to help teach the concepts and skills.



Teach

When teaching, supporting resources can be used to build students' conceptual understanding and their mastery of skills.

- Use the topic pages in the **unit guides** to identify the required content.
- Integrate the content with a skill, considering any appropriate scaffolding.
- Employ any of the instructional strategies previously identified.



Assess

Teachers can measure student understanding of the content and skills covered in the unit and provide actionable feedback to students.

- At the end of each unit, use **AP Classroom** to assign students the online **Progress Checks**, as homework or as an in-class task.
- Provide question-level feedback to students through answer rationales; provide unit- and skill-level feedback using the progress dashboard.
- Create additional practice opportunities using the **AP Question Bank** and assign them through **AP Classroom**.

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About the AP World History: Modern Course

In AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

College Course Equivalent

AP World History: Modern is designed to be the equivalent of an introductory college or university survey of modern world history.

Prerequisites

There are no prerequisites for AP World History: Modern. Students should be able to read a college-level textbook and write grammatically correct, complete sentences.

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AP WORLD HISTORY

Course Framework



Course Framework Components

Overview

This course framework provides a description of what students should know and be able to do to qualify for college credit or placement.

The course framework includes two essential components:

1 HISTORICAL THINKING SKILLS AND REASONING PROCESSES

The historical thinking skills and reasoning processes are central to the study and practice of world history. Students should practice and develop these skills and processes on a regular basis over the span of the course.

2 COURSE CONTENT

The course content is organized into commonly taught units of study that provide a suggested sequence for the course. These units comprise the content and conceptual understandings that colleges and universities typically expect students to master to qualify for college credit and/or placement. This content is grounded in themes, which are cross-cutting concepts that build conceptual understanding and spiral throughout the course.

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AP WORLD HISTORY

Historical Thinking Skills and Reasoning Processes

This section presents the historical thinking skills and reasoning processes that students should develop during the AP history courses that form the basis of the tasks on the AP history exams.

Historical Thinking Skills

The AP historical thinking skills describe what students should be able to do while exploring course concepts. The table that follows presents these skills, which students should develop during the AP World History course.

The unit guides later in this publication embed and spiral these skills throughout the course, providing teachers with one way to integrate the skills into the course content with sufficient repetition to prepare students to transfer those skills when taking the AP Exam.

More detailed information about teaching the historical thinking skills can be found in the Instructional Approaches section of this publication.

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AP Historical Thinking Skills

Skill 1	Skill 2	Skill 3	Skill 4	Skill 5	Skill 6
Developments and Processes 1	*Sourcing and Situation* 2	*Claims and Evidence in Sources* 3	*Contextualization* 4	*Making Connections* 5	*Argumentation* 6
Identify and explain historical developments and processes.	Analyze sourcing and situation of primary and secondary sources.	Analyze arguments in primary and secondary sources.	Analyze the context of historical events, developments, or processes.	Using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes.	Develop an argument.
SKILLS					
1.A Identify a historical concept, development, or process.	2.A Identify a source's point of view, purpose, historical situation, and/or audience.	3.A Identify and describe a claim and/or argument in a text-based or non-text-based source.	4.A Identify and describe a historical context for a specific historical development or process.	5.A Identify patterns among or connections between historical developments and processes.	6.A Make a historically defensible claim.
1.B Explain a historical concept, development, or process.	2.B Explain the point of view, purpose, historical situation, and/or audience of a source.	3.B Identify the evidence used in a source to support an argument.	4.B Explain how a specific historical development or process is situated within a broader historical context.	5.B Explain how a historical development or process relates to another historical development or process.	6.B Support an argument using specific and relevant evidence. ▪ Describe specific examples of historically relevant evidence. ▪ Explain how specific examples of historically relevant evidence support an argument.
	2.C Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.	3.C Compare the arguments or main ideas of two sources.			6.C Use historical reasoning to explain relationships among pieces of historical evidence.
		3.D Explain how claims or evidence support, modify, or refute a source's argument.			6.D Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might: ▪ Explain nuance of an issue by analyzing multiple variables. ▪ Explain relevant and insightful connections within and across periods. ▪ Explain the relative historical significance of a source's credibility and limitations. ▪ Explain how or why a historical claim or argument is or is not effective.

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AP HISTORY

Reasoning Processes

Reasoning processes describe the cognitive operations that students will be required to apply when engaging with the historical thinking skills on the AP Exam. The reasoning processes ultimately represent the way practitioners think in the discipline. Specific aspects of the cognitive process are defined under each reasoning process.

Reasoning Process 1	Reasoning Process 2	Reasoning Process 3
Comparison	*Causation*	*Continuity and Change*
▪ 1.i: Describe similarities and/or differences between different historical developments or processes. ▪ 1.ii: Explain relevant similarities and/or differences between specific historical developments and processes. ▪ 1.iii: Explain the relative historical significance of similarities and/or differences between different historical developments or processes.	▪ 2.i: Describe causes and/or effects of a specific historical development or process. ▪ 2.ii: Explain the relationship between causes and effects of a specific historical development or process. ▪ 2.iii: Explain the difference between primary and secondary causes and between short- and long-term effects. ▪ 2.iv: Explain how a relevant context influenced a specific historical development or process. ▪ 2.v: Explain the relative historical significance of different causes and/or effects.	▪ 3.i: Describe patterns of continuity and/or change over time. ▪ 3.ii: Explain patterns of continuity and/or change over time. ▪ 3.iii: Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change.

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AP WORLD HISTORY

Course Content

Influenced by the Understanding by Design® (Wiggins and McTighe) model, this course framework provides a description of the course requirements necessary for student success.

The course content is organized into commonly taught units. The units have been arranged in a logical sequence frequently found in many college courses and textbooks.

The nine units in AP World History, and their approximate weighting on the AP Exam, are listed on the following page.

Pacing recommendations at the unit level and on the Course at a Glance provide suggestions for how to teach the required course content and administer the Progress Checks. The suggested class periods are based on a schedule in which the class meets five days a week for 45 minutes each day. While these recommendations have been made to aid planning, teachers should of course adjust the pacing based on the needs of their students, alternate schedules (e.g., block scheduling), or their school's academic calendar.

TOPICS

Each unit is broken down into teachable segments called topics. The topic pages (starting on page 38) contain all required content for each topic. Although most topics can be taught in one or two class periods, teachers are again encouraged to pace the course to suit the needs of their students and school.

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Units	Chronological Period*	Exam Weighting
Unit 1: The Global Tapestry	c. 1200 to c. 1450	**8–10%**
Unit 2: Networks of Exchange		**8–10%**
Unit 3: Land-Based Empires	c. 1450 to c. 1750	**12–15%**
Unit 4: Transoceanic Interconnections		**12–15%**
Unit 5: Revolutions	c. 1750 to c. 1900	**12–15%**
Unit 6: Consequences of Industrialization		**12–15%**
Unit 7: Global Conflict	c. 1900 to the present	**8–10%**
Unit 8: Cold War and Decolonization		**8–10%**
Unit 9: Globalization		**8–10%**

*Events, processes, and developments are not constrained by the given dates and may begin before, or continue after, the approximate dates assigned to each unit.

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Themes

The themes serve as the connective tissue of the course and enable students to create meaningful connections across units. They are often broader ideas that become threads that run throughout the course. Revisiting them and applying them in a variety of contexts helps students to develop deeper conceptual understanding. Below are the themes of the course and a brief description of each.

THEME 1: HUMANS AND THE ENVIRONMENT (ENV)

The environment shapes human societies, and as populations grow and change, these populations in turn shape their environments.

THEME 2: CULTURAL DEVELOPMENTS AND INTERACTIONS (CDI)

The development of ideas, beliefs, and religions illustrates how groups in society view themselves, and the interactions of societies and their beliefs often have political, social, and cultural implications.

THEME 3: GOVERNANCE (GOV)

A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.

THEME 4: ECONOMIC SYSTEMS (ECN)

As societies develop, they affect and are affected by the ways that they produce, exchange, and consume goods and services.

THEME 5: SOCIAL INTERACTIONS AND ORGANIZATION (SIO)

The process by which societies group their members and the norms that govern the interactions between these groups and between individuals influence political, economic, and cultural institutions and organization.

THEME 6: TECHNOLOGY AND INNOVATION (TEC)

Human adaptation and innovation have resulted in increased efficiency, comfort, and security, and technological advances have shaped human development and interactions with both intended and unintended consequences.

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Spiraling the Themes

The following table shows how the themes spiral across units.

Big Ideas	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
	The Global Tapestry	*Networks of Exchange*	*Land-Based Empires*	*Transoceanic Interconnections*	*Revolutions*	*Consequences of Industrialization*	*Global Conflict*	*Cold War and Decolonization*	*Globalization*
Humans and the Environment **ENV**		✓		✓	✓	✓			✓
Cultural Developments and Interactions **CDI**	✓	✓	✓	✓	✓	✓		✓	✓
Governance **GOV**	✓	✓	✓	✓	✓	✓	✓	✓	✓
Economic Systems **ECN**	✓	✓		✓	✓	✓	✓	✓	✓
Social Interactions and Organization **SIO**	✓			✓	✓	✓	✓	✓	✓
Technology and Innovation **TEC**	✓	✓		✓	✓		✓		✓

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Course at a Glance

Plan

The Course at a Glance provides a useful visual organization of the AP World History curricular components, including:

- Sequence of units, along with approximate weighting and suggested pacing. Please note, pacing is based on 45-minute class periods, meeting five days each week for a full academic year.
- Progression of topics within each unit.
- Spiraling of the themes and historical thinking skills across units.

Teach

HISTORICAL THINKING SKILLS

Historical thinking skills spiral across units.

- 1 Developments and Processes
- 2 Sourcing and Situation
- 3 Claims and Evidence in Sources
- 4 Contextualization
- 5 Making Connections
- 6 Argumentation

THEMES

Themes spiral across units.

- ENV Humans and the Environment
- CDI Cultural Developments and Interactions
- GOV Governance
- ECN Economic Systems
- SIO Social Interactions and Organization
- TEC Technology and Innovation

Assess

Assign the Progress Checks—either as homework or in class—for each unit. Each Progress Check contains formative multiple-choice and free-response questions. The feedback from the Progress Checks shows students the areas where they need to focus.

UNIT 1 The Global Tapestry

c. 1200 to c. 1450

~10–13 Class Periods | **8–10%** AP Exam Weighting

GOV CDI ECN 4	**1.1** Developments in East Asia from c. 1200 to c. 1450
CDI GOV TEC 1	**1.2** Developments in Dar al-Islam from c. 1200 to c. 1450
CDI GOV 3	**1.3** Developments in South and Southeast Asia from c. 1200 to c. 1450
GOV 3	**1.4** State Building in the Americas
GOV 1	**1.5** State Building in Africa
CDI GOV SIO 1	**1.6** Developments in Europe from c. 1200 to c. 1450
6	**1.7** Comparison in the Period from c. 1200 to c. 1450

Progress Check 1

Multiple-choice: ~15 questions
Short-answer: 2 questions
- Primary source (partial)
- Primary source (partial)

Free-response: 1 question
- Long essay (partial)

UNIT 2 Networks of Exchange

c. 1200 to c. 1450

~10–13 Class Periods | **8–10%** AP Exam Weighting

ECN 4	**2.1** The Silk Roads
GOV ECN CDI 5	**2.2** The Mongol Empire and the Making of the Modern World
ECN CDI ENV 5	**2.3** Exchange in the Indian Ocean
TEC GOV 1	**2.4** Trans-Saharan Trade Routes
CDI 2	**2.5** Cultural Consequences of Connectivity
ENV 5	**2.6** Environmental Consequences of Connectivity
6	**2.7** Comparison of Economic Exchange

Progress Check 2

Multiple-choice: ~15 questions
Short-answer: 2 questions
- Primary source
- Primary source

Free-response: 1 question
- Long essay (partial)

NOTE: Partial versions of the free-response questions are provided to prepare students for more complex, full questions that they will encounter on the AP Exam.

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UNIT 3 Land-Based Empires

c. 1450 to c. 1750

~8–11 Class Periods | **12–15%** AP Exam Weighting

- GOV 1 — **3.1** Empires Expand
- GOV 4 — **3.2** Empires: Administration
- CDI 2 — **3.3** Empires: Belief Systems
- 6 — **3.4** Comparison in Land-Based Empires

Progress Check 3

Multiple-choice: ~10 questions
Short-answer: 2 questions
- Primary source
- Primary source

Free-response: 1 question
- Long essay (partial)

UNIT 4 Transoceanic Interconnections

c. 1450 to c. 1750

~22–25 Class Periods | **12–15%** AP Exam Weighting

- TEC 4 — **4.1** Technological Innovations from 1450 to 1750
- GOV ECN 5 — **4.2** Exploration: Causes and Events from 1450 to 1750
- ENV 3 — **4.3** Columbian Exchange
- GOV ECN SIO 2 — **4.4** Maritime Empires Established
- ECN GOV SIO CDI 3 — **4.5** Maritime Empires Maintained and Developed
- GOV 4 — **4.6** Internal and External Challenges to State Power from 1450 to 1750
- SIO 3 — **4.7** Changing Social Hierarchies from 1450 to 1750
- 6 — **4.8** Continuity and Change from 1450 to 1750

Progress Check 4

Multiple-choice: ~15 questions
Short-answer: 2 questions
- Primary source
- Secondary source

Free-response: 1 question
- Long essay (partial)

UNIT 5 Revolutions

c. 1750 to c. 1900

~20–23 Class Periods | **12–15%** AP Exam Weighting

- CDI SIO 3 — **5.1** The Enlightenment
- GOV 3 — **5.2** Nationalism and Revolutions in the Period from 1750 to 1900
- ENV 1 — **5.3** Industrial Revolution Begins
- TEC 5 — **5.4** Industrialization Spreads in the Period from 1750 to 1900
- TEC 1 — **5.5** Technology of the Industrial Age
- GOV 5 — **5.6** Industrialization: Government's Role from 1750 to 1900
- ECN 5 — **5.7** Economic Developments and Innovations in the Industrial Age
- SIO 2 — **5.8** Reactions to the Industrial Economy from 1750 to 1900
- SIO 4 — **5.9** Society and the Industrial Age
- 6 — **5.10** Continuity and Change in the Industrial Age

Progress Check 5

Multiple-choice: ~25 questions
Short-answer: 2 questions
- Secondary source
- No source

Free-response: 2 questions
- Long essay (partial)
- Document-based (partial)

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UNIT 6 Consequences of Industrialization

c. 1750 to c. 1900

~12–15 Class Periods | **12–15%** AP Exam Weighting

- CDI 4 — **6.1** Rationales for Imperialism from 1750 to 1900
- GOV 4 — **6.2** State Expansion from 1750 to 1900
- GOV 2 — **6.3** Indigenous Responses to State Expansion from 1750 to 1900
- ENV 2 — **6.4** Global Economic Development from 1750 to 1900
- ECN 4 — **6.5** Economic Imperialism from 1750 to 1900
- ENV ECN 5 — **6.6** Causes of Migration in an Interconnected World
- SIO 5 — **6.7** Effects of Migration
- 6 — **6.8** Causation in the Imperial Age

Progress Check 6

Multiple-choice: ~20 questions
Short-answer: 2 questions
- No source
- Primary source

Free-response: 1 question
- Document-based (partial)

UNIT 7 Global Conflict

c. 1900 to the present

~9–12 Class Periods | **8–10%** AP Exam Weighting

- GOV 4 — **7.1** Shifting Power After 1900
- GOV 1 — **7.2** Causes of World War I
- TEC 3 — **7.3** Conducting World War I
- ECN 2 — **7.4** The Economy in the Interwar Period
- GOV 2 — **7.5** Unresolved Tensions After World War I
- GOV 2 — **7.6** Causes of World War II
- GOV 3 — **7.7** Conducting World War II
- SIO 5 — **7.8** Mass Atrocities After 1900
- 6 — **7.9** Causation in Global Conflict

Progress Check 7

Multiple-choice: ~25 questions
Short-answer: 2 questions
- Secondary source
- No source

Free-response: 1 question
- Document-based

UNIT 8 Cold War and Decolonization

c. 1900 to the present

~14–17 Class Periods | **8–10%** AP Exam Weighting

- GOV 4 — **8.1** Setting the Stage for the Cold War and Decolonization
- CDI 2 — **8.2** The Cold War
- GOV 5 — **8.3** Effects of the Cold War
- ECN SIO 2 — **8.4** Spread of Communism After 1900
- GOV 5 — **8.5** Decolonization After 1900
- GOV ECN 3 — **8.6** Newly Independent States
- CDI 2 — **8.7** Global Resistance to Established Order After 1900
- GOV 1 — **8.8** End of the Cold War
- 6 — **8.9** Causation in the Age of the Cold War and Decolonization

Progress Check 8

Multiple-choice: ~25 questions
Short-answer: 2 questions
- No source
- Primary source

Free-response: 1 question
- Document-based

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UNIT 9

Globalization

c. 1900 to the present

~8–11 Class Periods | **8–10%** AP Exam Weighting

TEC 5	9.1	Advances in Technology and Exchange After 1900
ENV 5	9.2	Technological Advances and Limitations After 1900: Disease
ENV 4	9.3	Technological Advances: Debates About the Environment After 1900
ECN 2	9.4	Economics in the Global Age
SIO 4	9.5	Calls for Reform and Responses After 1900
CDI 4	9.6	Globalized Culture After 1900
CDI 2	9.7	Resistance to Globalization After 1900
GOV 3	9.8	Institutions Developing in a Globalized World
6	9.9	Continuity and Change in a Globalized World

Progress Check 9

Multiple-choice: ~25 questions
Short-answer: 2 questions
- Secondary source
- No source

Free-response: 1 question
- Long essay

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AP WORLD HISTORY

Unit Guides

Introduction

The structure of the unit guides respects new AP teachers' time by providing one possible sequence they can adopt or modify rather than having to build from scratch. An additional benefit is that these units enable the AP Program to provide interested teachers with formative assessments—the Progress Checks—that they can assign their students at the end of each unit to gauge progress toward success on the AP Exam. However, experienced AP teachers who are satisfied with their current course organization and exam results should feel no pressure to adopt these units, which comprise an optional sequence for this course.

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Using the Unit Guides



UNIT 3 | 12–15% AP EXAM WEIGHTING | ~8–11 CLASS PERIODS

Land-Based Empires

c. 1450 to c. 1750

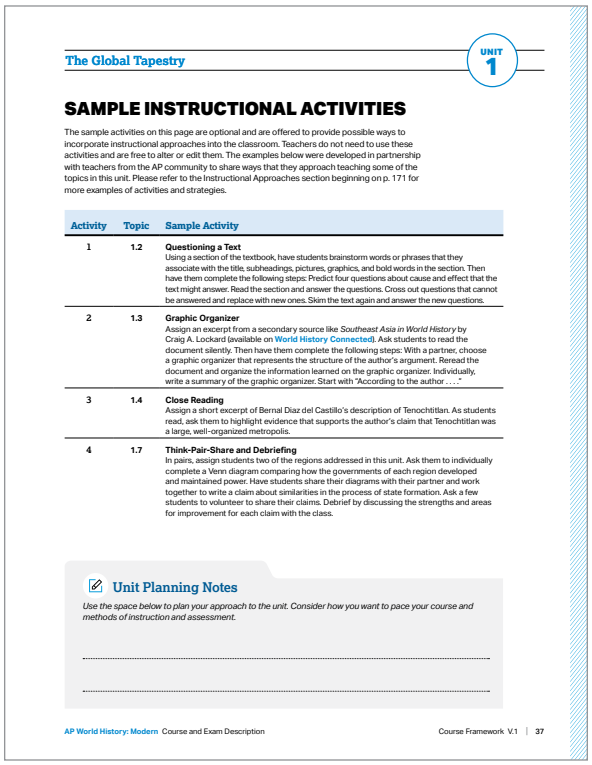
UNIT AT A GLANCE

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods ~8–11 CLASS PERIODS
GOV	3.1 Empires Expand	Causation	1.1 Explain a historical concept, development, or process.	
GOV	3.2 Empires: Administration	Comparison	4.1 Identify and describe a historical context for a specific historical development or process.	
CDI	3.3 Empires: Belief Systems	Continuity and Change	2.1 Explain the point of view, purpose, historical situation, and/or audience of a source.	
	3.4 Comparison in Land-Based Empires	Comparison	6.1 Support an argument using specific and relevant evidence. • Describe specific examples of historically relevant evidence. • Explain how specific examples of historically relevant evidence support an argument.	
	Go to AP Classroom to assign the Progress Check for Unit 3. Review the results in class to identify and address any student misunderstandings.			

AP World History: Modern Course and Exam Description | Course Framework V.1 | 67

The **Unit at a Glance table** shows the topics, related thematic focus, suggested skills, and reasoning processes for each topic. The Class Periods column has been left blank so that teachers can customize the time they spend on each topic.

The **suggested skill** for each topic shows one way teachers can link the content in that topic to a specific AP historical thinking skill. The individual skill has been thoughtfully chosen in a way that helps spiral those skills throughout the course. The questions on the Progress Checks are based on this pairing. However, AP Exam questions may pair the content with any of the skills.



The Global Tapestry | UNIT 1

SAMPLE INSTRUCTIONAL ACTIVITIES

The sample activities on this page are optional and are offered to provide possible ways to incorporate instructional approaches into the classroom. Teachers do not need to use these activities and are free to alter or edit them. The examples below were developed in partnership with teachers from the AP community to share ways that they approach teaching some of the topics in this unit. Please refer to the Instructional Approaches section beginning on p. 171 for more examples of activities and strategies.

Activity	Topic	Sample Activity
1	1.2	**Questioning a Text** Using a section of the textbook, have students brainstorm words or phrases that they associate with the title, subheadings, pictures, graphics, and bold words in the section. Then have them complete the following steps: Predict four questions about cause and effect that the text might answer. Read the section and answer the questions. Cross out questions that cannot be answered and replace with new ones. Skim the text again and answer the new questions.
2	1.3	**Graphic Organizer** Assign an excerpt from a secondary source like *Southeast Asia in World History* by Craig A. Lockard (available on World History Connected). Ask students to read the document silently. Then have them complete the following steps: With a partner, choose a graphic organizer that represents the structure of the author's argument. Reread the document and organize the information learned on the graphic organizer. Individually, write a summary of the graphic organizer. Start with "According to the author . . ."
3	1.4	**Close Reading** Assign a short excerpt of Bernal Díaz del Castillo's description of Tenochtitlan. As students read, ask them to highlight evidence that supports the author's claim that Tenochtitlan was a large, well-organized metropolis.
4	1.7	**Think-Pair-Share and Debriefing** In pairs, assign students two of the regions addressed in this unit. Ask them to individually complete a Venn diagram comparing how the governments of each region developed and maintained power. Have students share their diagrams with their partner and work together to write a claim about similarities in the process of state formation. Ask a few students to volunteer to share their claims. Debrief by discussing the strengths and areas for improvement for each claim with the class.

Unit Planning Notes

Use the space below to plan your approach to the unit. Consider how you want to pace your course and methods of instruction and assessment.

AP World History: Modern Course and Exam Description | Course Framework V.1 | 37

The **Sample Instructional Activities** page includes optional activities that can help tie together the content and skill of a particular topic. Additionally, this page offers space for teachers to make notes on their approach to the individual topics and the unit as a whole.

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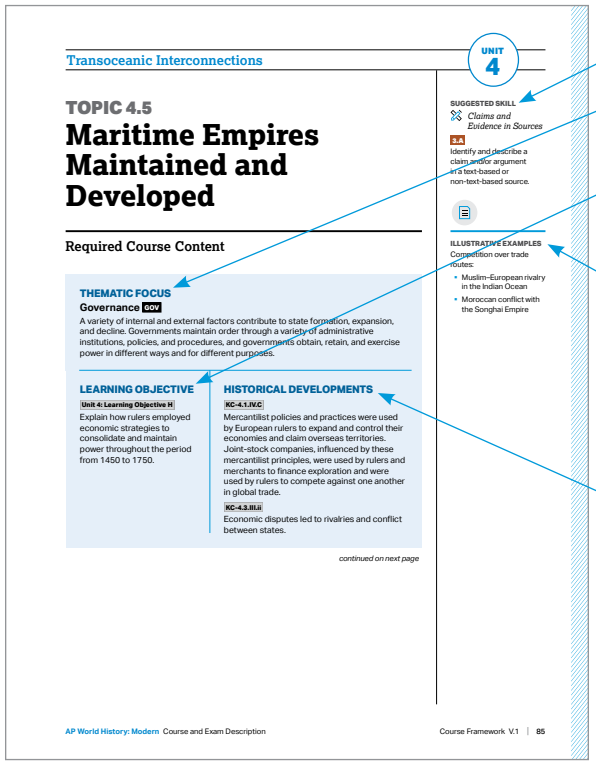
Using the Unit Guides



Transoceanic Interconnections

UNIT 4

TOPIC 4.5

Maritime Empires Maintained and Developed

Required Course Content

THEMATIC FOCUS

Governance GOV

A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.

LEARNING OBJECTIVE

Unit 4: Learning Objective H

Explain how rulers employed economic strategies to consolidate and maintain power throughout the period from 1450 to 1750.

HISTORICAL DEVELOPMENTS

KC-4.1.IV.C

Mercantilist policies and practices were used by European rulers to expand and control their economies and claim overseas territories. Joint-stock companies, influenced by these mercantilist principles, were used by rulers and merchants to finance exploration and were used by rulers to compete against one another in global trade.

KC-4.3.III.ii

Economic disputes led to rivalries and conflict between states.

continued on next page

SUGGESTED SKILL

Claims and Evidence in Sources

3.A

Identify and describe a claim and/or argument in a text-based or non-text-based source.

ILLUSTRATIVE EXAMPLES

Competition over trade routes:

- Muslim–European rivalry in the Indian Ocean
- Moroccan conflict with the Songhai Empire

AP World History: Modern Course and Exam Description

Course Framework V.1 | 85

TOPIC PAGES

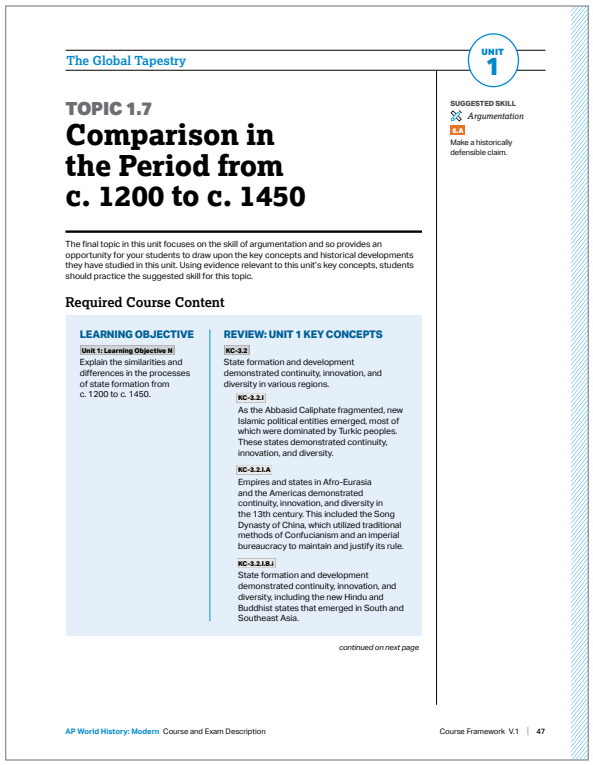
The **suggested skill** offers a possible skill to pair with the topic.

The **thematic focus** of the topic is the long-term takeaway that leaves a lasting impression on students.

Learning objectives define what a student should be able to do with content knowledge in order to progress toward an enduring understanding.

Illustrative examples: Where relevant, illustrative examples are provided as additional resources, should teachers choose to use them. These include possible examples of content that might be used to teach the historical development, process, or event. These are intended as examples and do not in any way constitute additional, preferred, or required information.

Historical development statements comprise the knowledge required to demonstrate mastery of the learning objective.



The Global Tapestry

UNIT 1

TOPIC 1.7

Comparison in the Period from c. 1200 to c. 1450

The final topic in this unit focuses on the skill of argumentation and so provides an opportunity for your students to draw upon the key concepts and historical developments they have studied in this unit. Using evidence relevant to this unit's key concepts, students should practice the suggested skill for this topic.

Required Course Content

LEARNING OBJECTIVE

Unit 1: Learning Objective N

Explain the similarities and differences in the processes of state formation from c. 1200 to c. 1450.

REVIEW: UNIT 1 KEY CONCEPTS

KC-3.2

State formation and development demonstrated continuity, innovation, and diversity in various regions.

KC-3.2.I

As the Abbasid Caliphate fragmented, new Islamic political entities emerged, most of which were dominated by Turkic peoples. These states demonstrated continuity, innovation, and diversity.

KC-3.2.I.A

Empires and states in Afro-Eurasia and the Americas demonstrated continuity, innovation, and diversity in the 13th century. This included the Song Dynasty of China, which utilized traditional methods of Confucianism and an imperial bureaucracy to maintain and justify its rule.

KC-3.2.I.B.i

State formation and development demonstrated continuity, innovation, and diversity, including the new Hindu and Buddhist states that emerged in South and Southeast Asia.

continued on next page

SUGGESTED SKILL

Argumentation

6.A

Make a historically defensible claim.

AP World History: Modern Course and Exam Description

Course Framework V.1 | 47

FINAL TOPIC PAGE IN EACH UNIT

Each unit's final topic includes key concepts, which summarize the historical developments in the unit.

These topics encourage the use of the key concepts and learning objectives in the unit to develop the skill of argumentation.

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Geographical Coverage

The AP World History: Modern course requires that students learn world history from a global perspective. Balanced coverage of the regions within the course ensures that a single region is not situated at the center of the historical narrative.

Students need basic geographical knowledge in order to understand world history. Geospatial awareness is also essential for students to build an understanding of the cross-cultural contacts, trade routes, migrations, etc., which are important concepts in the AP World History course.

The two maps that follow give students a starting point for identifying regions and their locations relative to other regions and landforms. These maps are a reference point for teachers and students alike. Because geographic naming conventions are not universal, these maps define regions and show the locations and commonly used names of regions that students are likely to encounter on the AP World History Exam.

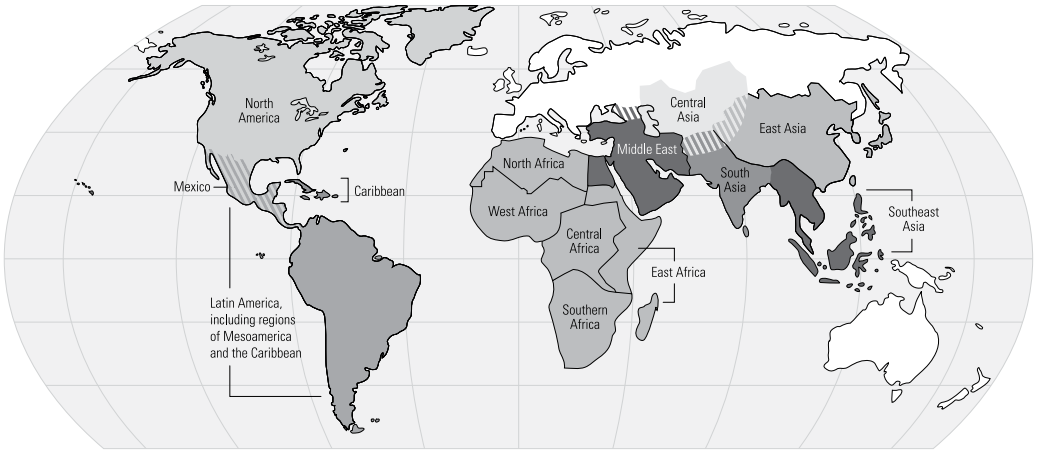
- **Map 1. AP World History: World Regions—A Big Picture View** identifies five major geographical regions: Africa, the Americas, Asia, Europe, and Oceania.

AP WORLD HISTORY: WORLD REGIONS—A BIG PICTURE VIEW



- **Map 2. AP World History: World Regions—A Closer Look** identifies various subregions within the five major geographical regions.

AP WORLD HISTORY: WORLD REGIONS—A CLOSER LOOK



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AP WORLD HISTORY

UNIT 1

The Global Tapestry

c. 1200 to c. 1450

8–10%
AP EXAM WEIGHTING

~10–13
CLASS PERIODS

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Remember to go to **AP Classroom** to assign students the online **Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

Progress Check 1

Multiple-choice: ~15 questions
Short-answer: 2 questions

- Primary source (partial)
- Primary source (partial)

Free-response: 1 question

- Long essay (partial)

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UNIT 1

8–10% AP EXAM WEIGHTING | **~10–13** CLASS PERIODS

The Global Tapestry

c. 1200 to c. 1450

UNIT AT A GLANCE

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods ~10–13 CLASS PERIODS
GOV, CDI, ECN	**1.1** Developments in East Asia from c. 1200 to c. 1450	Continuity and Change	4.A Identify and describe a historical context for a specific historical development or process.	
CDI, GOV, TEC	**1.2** Developments in Dar al-Islam from c. 1200 to c. 1450	Causation	1.A Identify and describe a historical concept, development, or process.	
CDI, GOV	**1.3** Developments in South and Southeast Asia from c. 1200 to c. 1450	Comparison	3.A Identify and describe a claim and/or argument in a text-based or non-text-based source.	
GOV	**1.4** State Building in the Americas	Continuity and Change	3.B Identify the evidence used in a source to support an argument.	
	1.5 State Building in Africa	Continuity and Change	1.B Explain a historical concept, development, or process.	

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UNIT AT A GLANCE *(cont'd)*

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods ~10–13 CLASS PERIODS
CDI, GOV, SIO	**1.6 Developments in Europe from c. 1200 to c. 1450**	Causation	1.A Identify a historical concept, development, or process.	
	1.7 Comparison in the Period from c. 1200 to c. 1450	Comparison	6.A Make a historically defensible claim.	
	Go to **AP Classroom** to assign the **Progress Check** for Unit 1. Review the results in class to identify and address any student misunderstandings.			

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SAMPLE INSTRUCTIONAL ACTIVITIES

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2	1.3	**Graphic Organizer** Assign an excerpt from a secondary source like *Southeast Asia in World History* by Craig A. Lockard (available on **World History Connected**). Ask students to read the document silently. Then have them complete the following steps: With a partner, choose a graphic organizer that represents the structure of the author's argument. Reread the document and organize the information learned on the graphic organizer. Individually, write a summary of the graphic organizer. Start with "According to the author . . . ."
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Unit Planning Notes

Use the space below to plan your approach to the unit. Consider how you want to pace your course and methods of instruction and assessment.

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SUGGESTED SKILL

Contextualization

4.A

Identify and describe a historical context for a specific historical development or process.

TOPIC 1.1
Developments in East Asia from c. 1200 to c. 1450

Required Course Content

THEMATIC FOCUS

Governance GOV

A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.

LEARNING OBJECTIVE

Unit 1: Learning Objective A

Explain the systems of government employed by Chinese dynasties and how they developed over time.

HISTORICAL DEVELOPMENTS

KC-3.2.I.A

Empires and states in Afro-Eurasia and the Americas demonstrated continuity, innovation, and diversity in the 13th century. This included the Song Dynasty of China, which utilized traditional methods of Confucianism and an imperial bureaucracy to maintain and justify its rule.

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THEMATIC FOCUS

Cultural Developments and Interactions CDI

The development of ideas, beliefs, and religions illustrates how groups in society view themselves, and the interactions of societies and their beliefs often have political, social, and cultural implications.

LEARNING OBJECTIVE

Unit 1: Learning Objective B

Explain the effects of Chinese cultural traditions on East Asia over time.

HISTORICAL DEVELOPMENTS

KC-3.1.III.D.i

Chinese cultural traditions continued, and they influenced neighboring regions.

KC-3.1.III.D.ii

Buddhism and its core beliefs continued to shape societies in Asia and included a variety of branches, schools, and practices.

THEMATIC FOCUS

Economics Systems ECN

As societies develop, they affect and are affected by the ways that they produce, exchange, and consume goods and services.

LEARNING OBJECTIVE

Unit 1: Learning Objective C

Explain the effects of innovation on the Chinese economy over time.

HISTORICAL DEVELOPMENTS

KC-3.3.III.A.i

The economy of Song China became increasingly commercialized while continuing to depend on free peasant and artisanal labor.

KC-3.1.I.D

The economy of Song China flourished as a result of increased productive capacity, expanding trade networks, and innovations in agriculture and manufacturing.

ILLUSTRATIVE EXAMPLES

Cultural traditions:

- Filial piety in East Asia
- Influence of Neo-Confucianism and Buddhism in East Asia
- Confucian traditions of both respect for and expected deference from women
- Chinese literary and scholarly traditions and their spread to Heian Japan and Korea

Branches of Buddhism:

- Theravada
- Mahayana
- Tibetan

Technological innovations:

- Champa rice
- Transportation innovations, like the Grand Canal expansion
- Steel and iron production
- Textiles and porcelains for export

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SUGGESTED SKILL

Developments and Processes

1.A

Identify and describe a historical concept, development, or process.

ILLUSTRATIVE EXAMPLES

New Islamic political entities:

- Seljuk Empire
- Mamluk sultanate of Egypt
- Delhi sultanates

TOPIC 1.2
Developments in Dar al-Islam from c. 1200 to c. 1450

Required Course Content

THEMATIC FOCUS

Cultural Developments and Interactions CDI

The development of ideas, beliefs, and religions illustrates how groups in society view themselves, and the interactions of societies and their beliefs often have political, social, and cultural implications.

LEARNING OBJECTIVE

Unit 1: Learning Objective D

Explain how systems of belief and their practices affected society in the period from c. 1200 to c. 1450.

HISTORICAL DEVELOPMENTS

KC-3.1.III.D.iii

Islam, Judaism, Christianity, and the core beliefs and practices of these religions continued to shape societies in Africa and Asia.

THEMATIC FOCUS

Governance GOV

A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.

LEARNING OBJECTIVE

Unit 1: Learning Objective E

Explain the causes and effects of the rise of Islamic states over time.

HISTORICAL DEVELOPMENTS

KC-3.2.I

As the Abbasid Caliphate fragmented, new Islamic political entities emerged, most of which were dominated by Turkic peoples. These states demonstrated continuity, innovation, and diversity.

continued on next page

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LEARNING OBJECTIVE

Unit 1: Learning Objective E

Explain the causes and effects of the rise of Islamic states over time.

HISTORICAL DEVELOPMENTS

KC-3.1.III.A

Muslim rule continued to expand to many parts of Afro-Eurasia due to military expansion, and Islam subsequently expanded through the activities of merchants, missionaries, and Sufis.

THEMATIC FOCUS

Technology and Innovation TEC

Human adaptation and innovation have resulted in increased efficiency, comfort, and security, and technological advances have shaped human development and interactions with both intended and unintended consequences.

LEARNING OBJECTIVE

Unit 1: Learning Objective F

Explain the effects of intellectual innovation in Dar al-Islam.

HISTORICAL DEVELOPMENTS

KC-3.2.II.A.i

Muslim states and empires encouraged significant intellectual innovations and transfers.

ILLUSTRATIVE EXAMPLES *(CONT'D)*

Innovations:

- Advances in mathematics (Nasir al-Din al-Tusi)
- Advances in literature ('A'ishah al-Ba'uniyyah)
- Advances in medicine

Transfers:

- Preservation and commentaries on Greek moral and natural philosophy
- House of Wisdom in Abbasid Bagdad
- Scholarly and cultural transfers in Muslim and Christian Spain

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SUGGESTED SKILL

Claims and Evidence in Sources

3.A

Identify and describe a claim and/or argument in a text-based or non-text-based source.

ILLUSTRATIVE EXAMPLES

Beliefs and practices:

- Bhakti movement
- Sufism
- Buddhist monasticism

Hindu/Buddhist states:

- Vijayanagara Empire
- Srivijaya Empire
- Rajput kingdoms
- Khmer Empire
- Majapahit
- Sukhothai kingdom
- Sinhala dynasties

TOPIC 1.3
Developments in South and Southeast Asia from c. 1200 to c. 1450

Required Course Content

THEMATIC FOCUS

Cultural Developments and Interactions CDI

The development of ideas, beliefs, and religions illustrates how groups in society view themselves, and the interactions of societies and their beliefs often have political, social, and cultural implications.

LEARNING OBJECTIVE

Unit 1: Learning Objective G

Explain how the various belief systems and practices of South and Southeast Asia affected society over time.

HISTORICAL DEVELOPMENTS

KC-3.1.III.D.iv

Hinduism, Islam, and Buddhism, and their core beliefs and practices, continued to shape societies in South and Southeast Asia.

THEMATIC FOCUS

Governance GOV

A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.

LEARNING OBJECTIVE

Unit 1: Learning Objective H

Explain how and why various states of South and Southeast Asia developed and maintained power over time.

HISTORICAL DEVELOPMENTS

KC-3.2.I.B.i

State formation and development demonstrated continuity, innovation, and diversity, including the new Hindu and Buddhist states that emerged in South and Southeast Asia.

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TOPIC 1.4
State Building in the Americas

Required Course Content

THEMATIC FOCUS

Governance GOV

A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.

LEARNING OBJECTIVE

Unit 1: Learning Objective I

Explain how and why states in the Americas developed and changed over time.

HISTORICAL DEVELOPMENTS

KC-3.2.I.D.i

In the Americas, as in Afro-Eurasia, state systems demonstrated continuity, innovation, and diversity, and expanded in scope and reach.

SUGGESTED SKILL

Claims and Evidence in Sources

3.B

Identify the evidence used in a source to support an argument.

ILLUSTRATIVE EXAMPLES

State systems in the Americas:

- Maya city-states
- Mexica
- Inca
- Chaco
- Mesa Verde
- Cahokia

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SUGGESTED SKILL

Developments and Processes

1.B

Explain a historical concept, development, or process.

ILLUSTRATIVE EXAMPLES

State systems in Africa:

- Great Zimbabwe
- Ethiopia
- Hausa kingdoms

TOPIC 1.5
State Building in Africa

Required Course Content

THEMATIC FOCUS

Governance GOV

A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.

LEARNING OBJECTIVE

Unit 1: Learning Objective J

Explain how and why states in Africa developed and changed over time.

HISTORICAL DEVELOPMENTS

KC-3.2.I.D.ii

In Africa, as in Eurasia and the Americas, state systems demonstrated continuity, innovation, and diversity and expanded in scope and reach.

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TOPIC 1.6
Developments in Europe from c. 1200 to c. 1450

SUGGESTED SKILL

Developments and Processes

1.A

Identify a historical concept, development, or process.

Required Course Content

THEMATIC FOCUS

Cultural Developments and Interactions CDI

The development of ideas, beliefs, and religions illustrates how groups in society view themselves, and the interactions of societies and their beliefs often have political, social, and cultural implications.

LEARNING OBJECTIVE	HISTORICAL DEVELOPMENTS
Unit 1: Learning Objective K Explain how the beliefs and practices of the predominant religions in Europe affected European society.	KC-3.1.III.D.v Christianity, Judaism, Islam, and the core beliefs and practices of these religions continued to shape societies in Europe.

THEMATIC FOCUS

Governance GOV

A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.

LEARNING OBJECTIVE	HISTORICAL DEVELOPMENTS
Unit 1: Learning Objective L Explain the causes and consequences of political decentralization in Europe from c. 1200 to c. 1450.	KC-3.2.I.B.ii Europe was politically fragmented and characterized by decentralized monarchies, feudalism, and the manorial system.

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THEMATIC FOCUS

Social Interactions and Organization SIO

The process by which societies group their members and the norms that govern the interactions between these groups and between individuals influence political, economic, and cultural institutions and organization.

LEARNING OBJECTIVE

Unit 1: Learning Objective M

Explain the effects of agriculture on social organization in Europe from c. 1200 to c. 1450.

HISTORICAL DEVELOPMENTS

KC-3.3.III.C

Europe was largely an agricultural society dependent on free and coerced labor, including serfdom.

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TOPIC 1.7
Comparison in the Period from c. 1200 to c. 1450

SUGGESTED SKILL

Argumentation

6.A

Make a historically defensible claim.

The final topic in this unit focuses on the skill of argumentation and so provides an opportunity for your students to draw upon the key concepts and historical developments they have studied in this unit. Using evidence relevant to this unit's key concepts, students should practice the suggested skill for this topic.

Required Course Content

LEARNING OBJECTIVE

Unit 1: Learning Objective N

Explain the similarities and differences in the processes of state formation from c. 1200 to c. 1450.

REVIEW: UNIT 1 KEY CONCEPTS

KC-3.2

State formation and development demonstrated continuity, innovation, and diversity in various regions.

KC-3.2.I

As the Abbasid Caliphate fragmented, new Islamic political entities emerged, most of which were dominated by Turkic peoples. These states demonstrated continuity, innovation, and diversity.

KC-3.2.I.A

Empires and states in Afro-Eurasia and the Americas demonstrated continuity, innovation, and diversity in the 13th century. This included the Song Dynasty of China, which utilized traditional methods of Confucianism and an imperial bureaucracy to maintain and justify its rule.

KC-3.2.I.B.i

State formation and development demonstrated continuity, innovation, and diversity, including the new Hindu and Buddhist states that emerged in South and Southeast Asia.

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LEARNING OBJECTIVE

Unit 1: Learning Objective N

Explain the similarities and differences in the processes of state formation from c. 1200 to c. 1450.

REVIEW: UNIT 1 KEY CONCEPTS

KC-3.2.I.D.i

In the Americas, as in Afro-Eurasia, state systems demonstrated continuity, innovation, and diversity, and expanded in scope and reach.

KC-3.2.I.D.ii

In Africa, as in Eurasia and the Americas, state systems demonstrated continuity, innovation, and diversity, and expanded in scope and reach.

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AP WORLD HISTORY

UNIT 2

Networks of Exchange

c. 1200 to c. 1450

8–10%
AP EXAM WEIGHTING

~10–13
CLASS PERIODS

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Remember to go to **AP Classroom** to assign students the online **Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

Progress Check 2

Multiple-choice: ~15 questions
Short-answer: 2 questions

- Primary source
- Primary source

Free-response: 1 question

- Long essay (partial)

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UNIT 2

8–10% AP EXAM WEIGHTING | **~10–13** CLASS PERIODS

Networks of Exchange

c. 1200 to c. 1450

UNIT AT A GLANCE

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods ~10–13 CLASS PERIODS
ECN	**2.1** The Silk Roads	Causation	4.A Identify and describe a historical context for a specific historical development or process.	
GOV, ECN, CDI	**2.2** The Mongol Empire and the Making of the Modern World	Continuity and Change	5.A Identify patterns among or connections between historical developments and processes.	
ECN, CDI, ENV	**2.3** Exchange in the Indian Ocean	Causation	5.A Identify patterns among or connections between historical developments and processes.	
TEC, GOV	**2.4** Trans-Saharan Trade Routes	Causation	1.B Explain a historical concept, development, or process.	
CDI	**2.5** Cultural Consequences of Connectivity	Causation	2.A Identify a source's point of view, purpose, historical situation, and/or audience.	

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UNIT AT A GLANCE *(cont'd)*

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods ~10–13 CLASS PERIODS
ENV	**2.6 Environmental Consequences of Connectivity**	Causation	5.A Identify patterns among or connections between historical developments and processes.	
	2.7 Comparison of Economic Exchange	Comparison	6.B Support an argument using specific and relevant evidence. ▪ Describe specific examples of historically relevant evidence. ▪ Explain how specific examples of historically relevant evidence support an argument.	
	Go to **AP Classroom** to assign the **Progress Check** for Unit 2. Review the results in class to identify and address any student misunderstandings.			

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SAMPLE INSTRUCTIONAL ACTIVITIES

The sample activities on this page are optional and are offered to provide possible ways to incorporate instructional approaches into the classroom. Teachers do not need to use these activities and are free to alter or edit them. The examples below were developed in partnership with teachers from the AP community to share ways that they approach teaching some of the topics in this unit. Please refer to the Instructional Approaches section beginning on p. 171 for more examples of activities and strategies.

Activity	Topic	Sample Activity
1	2.1	**Match Claims and Evidence** Explain to students that context is like the set for a play; it does not tell the story, but it does make the story easier to understand. Provide students with the following claim and list of developments. The developments could serve as either evidence or context related to the given claim. ▪ **Claim:** Improved commercial practices and technology led to an increased volume of trade on the Silk Road. ▪ **List:** Caravanserai, Song Dynasty, credit, money, porcelain, Islam, Abbasid Caliphate, textiles Ask students to discuss which of the five items in the list best serve as evidence to support the given claim and which three items provide helpful context for understanding the claim.
2	2.2	**Graphic Organizer** Ask students to use their textbooks to create a flow chart that identifies and describes the political, economic, and cultural changes that occurred in Eurasia as a result of the Mongol Empire.
3	2.5	**Shared Inquiry** Assign a short excerpt, edited to be appropriate for the classroom, from *On the Tatars* by the Arab historian Ibn al-Athir (1220–1221 CE). Ask students to answer and discuss the following questions: ▪ What was the historical situation when this was written? ▪ What do you think was the author's point of view? Was he an ally of the Tatars, a neutral observer, or something else? ▪ What do you think was the author's purpose? Was he promoting the Tatars, condemning them, giving them advice, or something else? ▪ Who do you think was the author's audience? His neighbors, the Tatar ruler, or someone else?
4	2.7	**Think-Pair-Share** Ask students to list evidence that supports the claim made by the essential knowledge statement in Topic 2.7. Have students share and refine their list with a partner. Ask several students to share their evidence with the class. Model how this evidence can be used to support the claim.

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SUGGESTED SKILL

Contextualization

4.A

Identify and describe a historical context for a specific historical development or process.

ILLUSTRATIVE EXAMPLES

Trading cities:

- Kashgar
- Samarkand

New forms of credit and money economies:

- Bills of exchange
- Banking houses
- Use of paper money

TOPIC 2.1
The Silk Roads

Required Course Content

THEMATIC FOCUS

Economics Systems ECN

As societies develop, they affect and are affected by the ways that they produce, exchange, and consume goods and services.

LEARNING OBJECTIVE

Unit 2: Learning Objective A

Explain the causes and effects of growth of networks of exchange after 1200.

HISTORICAL DEVELOPMENTS

KC-3.1.I.A.i

Improved commercial practices led to an increased volume of trade and expanded the geographical range of existing trade routes—including the Silk Roads—promoting the growth of powerful new trading cities.

KC-3.1.I.C.i

The growth of interregional trade in luxury goods was encouraged by innovations in previously existing transportation and commercial technologies, including the caravanserai, forms of credit, and the development of money economies.

KC-3.3.I.B

Demand for luxury goods increased in Afro-Eurasia. Chinese, Persian, and Indian artisans and merchants expanded their production of textiles and porcelains for export; manufacture of iron and steel expanded in China.

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TOPIC 2.2
The Mongol Empire and the Making of the Modern World

Required Course Content

THEMATIC FOCUS
Governance GOV

A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.

LEARNING OBJECTIVE
Unit 2: Learning Objective B

Explain the process of state building and decline in Eurasia over time.

HISTORICAL DEVELOPMENTS
KC-3.2.I.B.iii

Empires collapsed in different regions of the world and in some areas were replaced by new imperial states, including the Mongol khanates.

THEMATIC FOCUS
Economics Systems ECN

As societies develop, they affect and are affected by the ways that they produce, exchange, and consume goods and services.

LEARNING OBJECTIVE
Unit 2: Learning Objective C

Explain how the expansion of empires influenced trade and communication over time.

HISTORICAL DEVELOPMENTS
KC-3.1.I.E.i

The expansion of empires—including the Mongols—facilitated Afro-Eurasian trade and communication as new people were drawn into their conquerors' economies and trade networks.

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SUGGESTED SKILL

Making Connections

5.A

Identify patterns among or connections between historical developments and processes.

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ILLUSTRATIVE EXAMPLES

Technological and cultural transfers:

- Transfer of Greco–Islamic medical knowledge to western Europe
- Transfer of numbering systems to Europe
- Adoption of Uyghur script

THEMATIC FOCUS

Cultural Developments and Interactions CDI

The development of ideas, beliefs, and religions illustrates how groups in society view themselves, and the interactions of societies and their beliefs often have political, social, and cultural implications.

LEARNING OBJECTIVE

Unit 2: Learning Objective D

Explain the significance of the Mongol Empire in larger patterns of continuity and change.

HISTORICAL DEVELOPMENTS

KC-3.2.II.A.ii

Interregional contacts and conflicts between states and empires, including the Mongols, encouraged significant technological and cultural transfers.

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TOPIC 2.3
Exchange in the Indian Ocean

Required Course Content

THEMATIC FOCUS

Economics Systems ECN

As societies develop, they affect and are affected by the ways that they produce, exchange, and consume goods and services.

LEARNING OBJECTIVE

Unit 2: Learning Objective E

Explain the causes of the growth of networks of exchange after 1200.

HISTORICAL DEVELOPMENTS

KC-3.1.I.A.ii

Improved transportation technologies and commercial practices led to an increased volume of trade and expanded the geographical range of existing trade routes, including the Indian Ocean, promoting the growth of powerful new trading cities.

KC-3.1.I.C.ii

The growth of interregional trade in luxury goods was encouraged by significant innovations in previously existing transportation and commercial technologies, including the use of the compass, the astrolabe, and larger ship designs.

KC-3.1.I.A.iii

The Indian Ocean trading network fostered the growth of states.

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SUGGESTED SKILL

Making Connections

5.A

Identify patterns among or connections between historical developments and processes.

ILLUSTRATIVE EXAMPLES

Growth of states:

- City-states of the Swahili Coast
- Gujarat
- Sultanate of Malacca

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ILLUSTRATIVE EXAMPLES *(CONT'D)*

Diasporic communities:

- Arab and Persian communities in East Africa
- Chinese merchant communities in Southeast Asia
- Malay communities in the Indian Ocean basin

THEMATIC FOCUS

Cultural Developments and Interactions CDI

The development of ideas, beliefs, and religions illustrates how groups in society view themselves, and the interactions of societies and their beliefs often have political, social, and cultural implications.

LEARNING OBJECTIVE

Unit 2: Learning Objective F

Explain the effects of the growth of networks of exchange after 1200.

HISTORICAL DEVELOPMENTS

KC-3.1.III.B

In key places along important trade routes, merchants set up diasporic communities where they introduced their own cultural traditions into the indigenous cultures and, in turn, indigenous cultures influenced merchant cultures.

KC-3.2.II.A.iii

Interregional contacts and conflicts between states and empires encouraged significant technological and cultural transfers, including during Chinese maritime activity led by Ming Admiral Zheng He.

THEMATIC FOCUS

Humans and the Environments ENV

The environment shapes human societies, and as populations grow and change, these populations in turn shape their environments.

LEARNING OBJECTIVE

Unit 2: Learning Objective G

Explain the role of environmental factors in the development of networks of exchange in the period from c. 1200 to c. 1450.

HISTORICAL DEVELOPMENTS

KC-3.1.II.A.i

The expansion and intensification of long-distance trade routes often depended on environmental knowledge, including advanced knowledge of the monsoon winds.

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TOPIC 2.4
Trans-Saharan Trade Routes

Required Course Content

THEMATIC FOCUS

Technology and Innovation TEC

Human adaptation and innovation have resulted in increased efficiency, comfort, and security, and technological advances have shaped human development and interactions with both intended and unintended consequences.

LEARNING OBJECTIVE

Unit 2: Learning Objective H

Explain the causes and effects of the growth of trans-Saharan trade.

HISTORICAL DIFFERENCES

KC-3.1.II.A.ii

The growth of interregional trade was encouraged by innovations in existing transportation technologies.

KC-3.1.I.A.iv

Improved transportation technologies and commercial practices led to an increased volume of trade and expanded the geographical range of existing trade routes, including the trans-Saharan trade network.

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SUGGESTED SKILL

Developments and Processes

1.B

Explain a historical concept, development, or process.

ILLUSTRATIVE EXAMPLES

Technologies encouraging interregional trade:

- Camel saddle
- Caravans

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Networks of Exchange

THEMATIC FOCUS

Governance GOV

A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.

LEARNING OBJECTIVE

Unit 2: Learning Objective I

Explain how the expansion of empires influenced trade and communication over time.

HISTORICAL DEVELOPMENTS

KC-3.1.I.E.ii

The expansion of empires—including Mali in West Africa–facilitated Afro-Eurasian trade and communication as new people were drawn into the economies and trade networks.

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TOPIC 2.5
Cultural Consequences of Connectivity

Required Course Content

THEMATIC FOCUS

Cultural Developments and Interactions CDI

The development of ideas, beliefs, and religions illustrates how groups in society view themselves, and the interactions of societies and their beliefs often have political, social, and cultural implications.

LEARNING OBJECTIVE

Unit 2: Learning Objective J

Explain the intellectual and cultural effects of the various networks of exchange in Afro-Eurasia from c. 1200 to c. 1450.

HISTORICAL DEVELOPMENTS

KC-3.1.III.D

Increased cross-cultural interactions resulted in the diffusion of literary, artistic, and cultural traditions, as well as scientific and technological innovations.

KC-3.3.II

The fate of cities varied greatly, with periods of significant decline and periods of increased urbanization, buoyed by rising productivity and expanding trade networks.

KC-3.1.III.C

As exchange networks intensified, an increasing number of travelers within Afro-Eurasia wrote about their travels.

SUGGESTED SKILL

Sourcing and Situation

2.A

Identify a source's point of view, purpose, historical situation, and/or audience.

ILLUSTRATIVE EXAMPLES

Diffusion of cultural traditions:

- The influence of Buddhism in East Asia
- The spread of Hinduism and Buddhism into Southeast Asia
- The spread of Islam in sub-Saharan Africa and Asia

Diffusion of scientific or technological innovations:

- Gunpowder from China
- Paper from China

Travelers:

- Ibn Battuta
- Margery Kempe
- Marco Polo

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SUGGESTED SKILL

Making Connections

5.A

Identify patterns among or connections between historical developments and processes.

ILLUSTRATIVE EXAMPLES

Diffusion of crops:

- Bananas in Africa
- New rice varieties in East Asia
- Spread of citrus in the Mediterranean

TOPIC 2.6
Environmental Consequences of Connectivity

Required Course Content

THEMATIC FOCUS

Humans and the Environments ENV

The environment shapes human societies, and as populations grow and change, these populations in turn shape their environments.

LEARNING OBJECTIVE

Unit 2: Learning Objective K

Explain the environmental effects of the various networks of exchange in Afro-Eurasia from c. 1200 to c. 1450.

HISTORICAL DEVELOPMENTS

KC-3.1.IV

There was continued diffusion of crops and pathogens, with epidemic diseases, including the bubonic plague, along trade routes.

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TOPIC 2.7
Comparison of Economic Exchange

SUGGESTED SKILL

Argumentation

6.B

Support an argument using specific and relevant evidence.

- Describe specific examples of historically relevant evidence.
- Explain how specific examples of historically relevant evidence support an argument.

The final topic in this unit focuses on the skill of argumentation and so provides an opportunity for your students to draw upon the key concepts and historical developments they have studied in this unit. Using evidence relevant to this unit's key concepts, students should practice the suggested skill for this topic.

Required Course Content

LEARNING OBJECTIVE

Unit 2: Learning Objective L

Explain the similarities and differences among the various networks of exchange in the period from c. 1200 to c. 1450.

REVIEW: UNIT 2 KEY CONCEPTS

KC-3.1

A deepening and widening of networks of human interaction within and across regions contributed to cultural, technological, and biological diffusion within and between various societies.

KC-3.1.I.A.i

Improved commercial practices led to an increased volume of trade and expanded the geographical range of existing trade routes—including the Silk Roads—promoting the growth of powerful new trading cities.

KC-3.1.I.C.i

The growth of interregional trade in luxury goods was encouraged by innovations in previously existing transportation and commercial technologies, including the caravanserai, forms of credit, and the development of money economies.

KC-3.3

Changes in trade networks resulted from and stimulated increasing productive capacity, with important implications for social and gender structures and environmental processes.

KC-3.3.I.B

Demand for luxury goods increased in Afro-Eurasia. Chinese, Persian, and Indian artisans and merchants expanded their production of textiles and porcelains for export; manufacture of iron and steel expanded in China.

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AP WORLD HISTORY

UNIT 3

Land-Based Empires

c. 1450 to c. 1750

12–15%
AP EXAM WEIGHTING

~8–11
CLASS PERIODS

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Remember to go to **AP Classroom** to assign students the online **Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

Progress Check 3

Multiple-choice: ~10 questions
Short-answer: 2 questions

- Primary source
- Primary source

Free-response: 1 question

- Long essay (partial)

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UNIT 3

12–15% AP EXAM WEIGHTING | **~8–11** CLASS PERIODS

Land-Based Empires

c. 1450 to c. 1750

UNIT AT A GLANCE

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods ~8–11 CLASS PERIODS
GOV	**3.1 Empires Expand**	Causation	1.B Explain a historical concept, development, or process.	
	3.2 Empires: Administration	Comparison	4.A Identify and describe a historical context for a specific historical development or process.	
CDI	**3.3 Empires: Belief Systems**	Continuity and Change	2.B Explain the point of view, purpose, historical situation, and/or audience of a source.	
	3.4 Comparison in Land-Based Empires	Comparison	6.B Support an argument using specific and relevant evidence. ▪ Describe specific examples of historically relevant evidence. ▪ Explain how specific examples of historically relevant evidence support an argument.	

Go to **AP Classroom** to assign the **Progress Check** for Unit 3.
Review the results in class to identify and address any student misunderstandings.

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SAMPLE INSTRUCTIONAL ACTIVITIES

The sample activities on this page are optional and are offered to provide possible ways to incorporate instructional approaches into the classroom. Teachers do not need to use these activities and are free to alter or edit them. The examples below were developed in partnership with teachers from the AP community to share ways that they approach teaching some of the topics in this unit. Please refer to the Instructional Approaches section beginning on p. 171 for more examples of activities and strategies.

Activity	Topic	Sample Activity
1	3.1	**Create Representation** Provide students with the description of the Battle of Panipat in the *Baburnama* (a primary source on the Mughal conquest of India). Ask students to use the description from the *Baburnama* to draw a diagram of the Battle of Panipat. Then have them write a paragraph responding to the following prompt: *Explain the technological factors that contributed to the growth of the Mughal Empire.*
2	3.2	**Close Reading** Select short excerpts describing the rulers of the Ottoman and Songhay empires from the *Description of Timbuktu* by Leo Africanus (1526) and *The Turkish Letters* by Ogier Ghiselin de Busbecq (1555–1562). Ask students to read the sources and identify and describe the historical context for the developments described. Have students reread each text and highlight similarities in methods the rulers used to legitimize and consolidate power.
3	3.3	**Think-Pair-Share and Debriefing** After a lesson on the Protestant Reformation, assign a short excerpt from Martin Luther's *95 Theses.* Ask students to read the excerpt individually and then paraphrase it to a partner. Assign each pair of students one of the elements of document sourcing (point of view, purpose, situation, or audience). Have students individually identify and describe the assigned element, and then work with their partners to explain how it might affect Luther's interpretation of the Catholic Church. Ask several students to share and debrief with the class.
4	3.4	**Quickwrite** Have students review their notes from the unit. Then ask them to respond to the learning objective for Topic 3.4—*Compare the methods by which various empires increased their influence from 1450 to 1750*—with a claim statement followed by a paragraph that explains how at least three pieces of specific evidence support their argument.

Unit Planning Notes

Use the space below to plan your approach to the unit. Consider how you want to pace your course and methods of instruction and assessment.

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TOPIC 3.1
Empires Expand

SUGGESTED SKILL

Developments and Processes

1.B

Explain a historical concept, development, or process.

ILLUSTRATIVE EXAMPLES

State rivalries:

- Safavid–Mughal conflict
- Songhai Empire's conflict with Morocco

Required Course Content

THEMATIC FOCUS

Governance GOV

A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.

LEARNING OBJECTIVE

Unit 3: Learning Objective A

Explain how and why various land-based empires developed and expanded from 1450 to 1750.

HISTORICAL DEVELOPMENTS

KC-4.3.II

Imperial expansion relied on the increased use of gunpowder, cannons, and armed trade to establish large empires in both hemispheres.

KC-4.3.II.B

Land empires included the Manchu in Central and East Asia; the Mughal in South and Central Asia; the Ottoman in Southern Europe, the Middle East, and North Africa; and the Safavids in the Middle East.

KC-4.3.III.i

Political and religious disputes led to rivalries and conflict between states.

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SUGGESTED SKILL

Contextualization

4.A

Identify and describe a historical context for a specific historical development or process.

ILLUSTRATIVE EXAMPLES

Bureaucratic elites or military professionals:

- Ottoman devshirme
- Salaried samurai

Religious ideas:

- Mexica practice of human sacrifice
- European notions of divine right
- Songhai promotion of Islam

Art and monumental architecture:

- Qing imperial portraits
- Incan sun temple of Cuzco
- Mughal mausolea and mosques
- European palaces, such as Versailles

Tax-collection systems:

- Mughal zamindar tax collection
- Ottoman tax farming
- Mexica tribute lists
- Ming practice of collecting taxes in hard currency

TOPIC 3.2
Empires: Administration

Required Course Content

THEMATIC FOCUS

Governance GOV

A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.

LEARNING OBJECTIVE

Unit 3: Learning Objective B

Explain how rulers used a variety of methods to legitimize and consolidate their power in land-based empires from 1450 to 1750.

HISTORICAL DEVELOPMENTS

KC-4.3.I.C

Recruitment and use of bureaucratic elites, as well as the development of military professionals, became more common among rulers who wanted to maintain centralized control over their populations and resources.

KC-4.3.I.A

Rulers continued to use religious ideas, art, and monumental architecture to legitimize their rule.

KC-4.3.I.D

Rulers used tribute collection, tax farming, and innovative tax-collection systems to generate revenue in order to forward state power and expansion.

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TOPIC 3.3
Empires: Belief Systems

SUGGESTED SKILL

Sourcing and Situation

2.B

Explain the point of view, purpose, historical situation, and/or audience of a source.

Required Course Content

THEMATIC FOCUS

Cultural Developments and Interactions CDI

The development of ideas, beliefs, and religions illustrates how groups in society view themselves, and the interactions of societies and their beliefs often have political, social, and cultural implications.

LEARNING OBJECTIVE

Unit 3: Learning Objective C

Explain continuity and change within the various belief systems during the period from 1450 to 1750.

HISTORICAL DEVELOPMENTS

KC-4.1.VI.i

The Protestant Reformation marked a break with existing Christian traditions and both the Protestant and Catholic reformations contributed to the growth of Christianity.

KC-4.1.VI.ii

Political rivalries between the Ottoman and Safavid empires intensified the split within Islam between Sunni and Shi'a.

KC-4.1.VI.iii

Sikhism developed in South Asia in a context of interactions between Hinduism and Islam.

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SUGGESTED SKILL

Argumentation

6.B

Support an argument using specific and relevant evidence.

- Describe specific examples of historically relevant evidence.
- Explain how specific examples of historically relevant evidence support an argument.

TOPIC 3.4
Comparison in Land-Based Empires

The final topic in this unit focuses on the skill of argumentation and so provides an opportunity for your students to draw upon the key concepts and historical developments they have studied in this unit. Using evidence relevant to this unit's key concepts, students should practice the suggested skill for this topic.

Required Course Content

LEARNING OBJECTIVE

Unit 3: Learning Objective D

Compare the methods by which various empires increased their influence from 1450 to 1750.

REVIEW: UNIT 3 KEY CONCEPTS

KC-4.1

The interconnection of the Eastern and Western Hemispheres made possible by transoceanic voyaging, transformed trade and had a significant social impact on the world.

KC-4.1.VI

In some cases, the increase and intensification of interactions between newly connected hemispheres expanded the reach and furthered development of existing religions, and contributed to religious conflicts and the development of syncretic belief systems and practices.

KC-4.3

Empires achieved increased scope and influence around the world, shaping and being shaped by the diverse populations they incorporated.

KC-4.3.II

Imperial expansion relied on the increased use of gunpowder, cannons, and armed trade to establish large empires in both hemispheres.

KC-4.3.II.B

Land empires included the Manchu in Central and East Asia; Mughal in South and Central Asia; Ottoman in Southern Europe, the Middle East, and North Africa; and the Safavids in the Middle East.

KC-4.3.III.i

Political and religious disputes led to rivalries and conflict between states.

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AP WORLD HISTORY

UNIT 4

Transoceanic Interconnections

c. 1450 to c. 1750

12–15%
AP EXAM WEIGHTING

~22–25
CLASS PERIODS

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Remember to go to **AP Classroom** to assign students the online **Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

Progress Check 4

Multiple-choice: ~15 questions
Short-answer: 2 questions

- Primary source
- Secondary source

Free-response: 1 question

- Long essay (partial)

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UNIT 4

12–10% AP EXAM WEIGHTING | **~22–25** CLASS PERIODS

Transoceanic Interconnections

c. 1450 to c. 1750

UNIT AT A GLANCE

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods ~22–25 CLASS PERIODS
TEC	**4.1** Technological Innovations from 1450 to 1750	Causation	4.A Identify and describe a historical context for a specific historical development or process.	
GOV, ECN	**4.2** Exploration: Causes and Events from 1450 to 1750	Causation	5.B Explain how a historical development or process relates to another historical development or process.	
ENV	**4.3** Columbian Exchange	Causation	3.B Identify the evidence used in a source to support an argument.	
GOV, ECN, SIO	**4.4** Maritime Empires Established	Continuity and Change	2.A Identify a source's point of view, purpose, historical situation, and/or audience.	
GOV, ECN, SIO, CDI	**4.5** Maritime Empires Maintained and Developed	Continuity and Change	3.A Identify and describe a claim and/or argument in a text-based or non-text-based source.	

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UNIT AT A GLANCE *(cont'd)*

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods ~22–25 CLASS PERIODS
GOV	**4.6 Internal and External Challenges to State Power from 1450 to 1750**	Causation	4.B Explain how a specific historical development or process is situated within a broader historical context.	
SIO	**4.7 Changing Social Hierarchies from 1450 to 1750**	Continuity and Change	3.D Explain how claims or evidence support, modify, or refute a source's argument.	
	4.8 Continuity and Change from 1450 to 1750	Continuity and Change	6.C Use historical reasoning to explain relationships among pieces of historical evidence.	
	Go to **AP Classroom** to assign the **Progress Check** for Unit 4. Review the results in class to identify and address any student misunderstandings.			

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SAMPLE INSTRUCTIONAL ACTIVITIES

The sample activities on this page are optional and are offered to provide possible ways to incorporate instructional approaches into the classroom. Teachers do not need to use these activities and are free to alter or edit them. The examples below were developed in partnership with teachers from the AP community to share ways that they approach teaching some of the topics in this unit. Please refer to the Instructional Approaches section beginning on p. 171 for more examples of activities and strategies.

Activity	Topic	Sample Activity
1	4.2	**Making Connections** Ask students to brainstorm a list of everything they remember about technological developments in Asia from previous units and what they recently learned about European exploration. Assign students a partner. With their partner, have them create a concept web that maps the causal connections between the two developments.
2	4.6	**Close Reading** Ask students to read an excerpt from the "Declaration of Pedro Naranjo" (1681) about the Pueblo Revolt. As they read, have them use different colors to highlight the social, economic, and political reasons for rebellion. Next, have students reread their highlighted text and respond to the following prompt with a historically defensible claim: *Explain the most significant causes of the Pueblo Revolt*.
3	4.7	**Debate** Assign the introduction of "Toleration in the World History of Religions" by Alan Kramer (available on **World History Connected**). Ask students to use their textbook to compile evidence from the period 1250–1750 that supports and refutes Kramer's claim about toleration. Have students engage in a debate about the scope of religious tolerance in the period. As students debate, remind them to always support their position with historical evidence.
4	4.8	**Self/Peer Revision** Have students pair up and ask them to discuss the following prompt and decide which historical reasoning process is best for organizing a response: *Develop an argument that explains how economic developments led to changes in social structures in the period 1450–1750.* Ask the students to decide which historical reasoning process is best for organizing a response. Then, ask each student to write a thesis that uses this reasoning process. Have students exchange papers with their partner and discuss the strengths and areas for improvement in each thesis. Have students continue this process of peer revision for each paragraph of the essay.

Unit Planning Notes

Use the space below to plan your approach to the unit. Consider how you want to pace your course and methods of instruction and assessment.

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SUGGESTED SKILL

Contextualization

4.A

Identify and describe a historical context for a specific historical development or process.

ILLUSTRATIVE EXAMPLES

Innovations in ship design:

- Caravel
- Carrack
- Fluyt

European technological developments influenced by cross-cultural interactions with the Classical, Islamic, and Asian worlds:

- Lateen sail
- Compass
- Astronomical charts

TOPIC 4.1
Technological Innovations from 1450 to 1750

Required Course Content

THEMATIC FOCUS

Technology and Innovation TEC

Human adaptation and innovation have resulted in increased efficiency, comfort, and security, and technological advances have shaped human development and interactions with both intended and unintended consequences.

LEARNING OBJECTIVE

Unit 4: Learning Objective A

Explain how cross-cultural interactions resulted in the diffusion of technology and facilitated changes in patterns of trade and travel from 1450 to 1750.

HISTORICAL DEVELOPMENTS

KC-4.1.II

Knowledge, scientific learning, and technology from the Classical, Islamic, and Asian worlds spread, facilitating European technological developments and innovation.

KC-4.1.II.A

The developments included the production of new tools, innovations in ship designs, and an improved understanding of regional wind and currents patterns—all of which made transoceanic travel and trade possible.

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TOPIC 4.2
Exploration: Causes and Events from 1450 to 1750

Required Course Content

THEMATIC FOCUS
Governance GOV

A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.

LEARNING OBJECTIVE
Unit 4: Learning Objective B

Describe the role of states in the expansion of maritime exploration from 1450 to 1750.

HISTORICAL DEVELOPMENTS
KC-4.1.III

New state-supported transoceanic maritime exploration occurred in this period.

THEMATIC FOCUS
Economics Systems ECN

As societies develop, they affect and are affected by the ways that they produce, exchange, and consume goods and services.

LEARNING OBJECTIVE
Unit 4: Learning Objective C

Explain the economic causes and effects of maritime exploration by the various European states.

HISTORICAL DEVELOPMENTS
KC-4.1.III.A

Portuguese development of maritime technology and navigational skills led to increased travel to and trade with Africa and Asia and resulted in the construction of a global trading-post empire.

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SUGGESTED SKILL

Making Connections

5.B

Explain how a historical development or process relates to another historical development or process.

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Transoceanic Interconnections

LEARNING OBJECTIVE

Unit 4: Learning Objective C

Explain the economic causes and effects of maritime exploration by the various European states.

HISTORICAL DEVELOPMENTS

KC-4.1.III.B

Spanish sponsorship of the voyages of Columbus and subsequent voyages across the Atlantic and Pacific dramatically increased European interest in transoceanic travel and trade.

KC-4.1.III.C

Northern Atlantic crossings were undertaken under English, French, and Dutch sponsorship, often with the goal of finding alternative sailing routes to Asia.

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TOPIC 4.3 Columbian Exchange

SUGGESTED SKILL

Claims and Evidence in Sources

3.B

Identify the evidence used in a source to support an argument.

Required Course Content

THEMATIC FOCUS

Humans and the Environments ENV

The environment shapes human societies, and as populations grow and change, these populations in turn shape their environments.

LEARNING OBJECTIVE

Unit 4: Learning Objective D

Explain the causes of the Columbian Exchange and its effects on the Eastern and Western Hemispheres.

HISTORICAL DEVELOPMENTS

KC-4.1.V

The new connections between the Eastern and Western Hemispheres resulted in the exchange of new plants, animals, and diseases, known as the Columbian Exchange.

KC-4.1.V.A

European colonization of the Americas led to the unintentional transfer of disease vectors, including mosquitoes and rats, and the spread of diseases that were endemic in the Eastern Hemisphere, including smallpox, measles, and malaria. Some of these diseases substantially reduced the indigenous populations, with catastrophic effects in many areas.

KC-4.1.V.B

American foods became staple crops in various parts of Europe, Asia, and Africa. Cash crops were grown primarily on plantations with coerced labor and were exported mostly to Europe and the Middle East.

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ILLUSTRATIVE EXAMPLES

Domesticated animals:

- Horses
- Pigs
- Cattle

Foods brought by African enslaved persons:

- Okra
- Rice

LEARNING OBJECTIVE

Unit 4: Learning Objective D

Explain the causes of the Columbian Exchange and its effects on the Eastern and Western Hemispheres.

HISTORICAL DEVELOPMENTS

KC-4.1.V.C

Afro-Eurasian fruit trees, grains, sugar, and domesticated animals were brought by Europeans to the Americas, while other foods were brought by African enslaved persons.

KC-4.1.V.D

Populations in Afro-Eurasia benefitted nutritionally from the increased diversity of American food crops.

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TOPIC 4.4
Maritime Empires Established

Required Course Content

THEMATIC FOCUS

Governance GOV

A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.

LEARNING OBJECTIVE

Unit 4: Learning Objective E

Explain the process of state building and expansion among various empires and states in the period from 1450 to 1750.

HISTORICAL DEVELOPMENTS

KC-4.3.II.A.i

Europeans established new trading posts in Africa and Asia, which proved profitable for the rulers and merchants involved in new global trade networks. Some Asian states sought to limit the disruptive economic and cultural effects of European-dominated long-distance trade by adopting restrictive or isolationist trade policies.

KC-4.3.II.C

Driven largely by political, religious, and economic rivalries, European states established new maritime empires, including the Portuguese, Spanish, Dutch, French, and British.

KC-4.3.II.A.ii

The expansion of maritime trading networks fostered the growth of states in Africa, including the Asante and the Kingdom of the Kongo, whose participation in trading networks led to an increase in their influence.

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SUGGESTED SKILL

Sourcing and Situation

2.A

Identify a source's point of view, purpose, historical situation, and/or audience.

ILLUSTRATIVE EXAMPLES

Asian states that adopted restrictive or isolationist trade policies:

- Ming China
- Tokugawa Japan

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ILLUSTRATIVE EXAMPLES *(CONT'D)*

Indian Ocean Asian merchants:

- Swahili Arabs
- Omanis
- Gujaratis
- Javanese

THEMATIC FOCUS

Economics Systems ECN

As societies develop, they affect and are affected by the ways that they produce, exchange, and consume goods and services.

LEARNING OBJECTIVE

Unit 4: Learning Objective F

Explain the continuities and changes in economic systems and labor systems from 1450 to 1750.

HISTORICAL DEVELOPMENTS

KC-4.3.II.A.iii

Despite some disruption and restructuring due to the arrival of Portuguese, Spanish, and Dutch merchants, existing trade networks in the Indian Ocean continued to flourish and included intra-Asian trade and Asian merchants.

KC-4.2.II.D

Newly developed colonial economies in the Americas largely depended on agriculture, utilized existing labor systems, including the Incan *mit'a*, and introduced new labor systems including chattel slavery, indentured servitude, and *encomienda* and *hacienda* systems.

THEMATIC FOCUS

Social Interactions and Organization SIO

The process by which societies group their members and the norms that govern the interactions between these groups and between individuals influence political, economic, and cultural institutions and organization.

LEARNING OBJECTIVE

Unit 4: Learning Objective G

Explain changes and continuities in systems of slavery in the period from 1450 to 1750.

HISTORICAL DEVELOPMENTS

KC-4.2.II.B

Enslavement in Africa continued in its traditional forms, including incorporation of enslaved persons into households and the export of enslaved persons to the Mediterranean and the Indian Ocean regions.

KC-4.2.II.C

The growth of the plantation economy increased the demand for enslaved labor in the Americas, leading to significant demographic, social, and cultural changes.

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TOPIC 4.5
Maritime Empires Maintained and Developed

Required Course Content

THEMATIC FOCUS

Governance GOV

A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.

LEARNING OBJECTIVE

Unit 4: Learning Objective H

Explain how rulers employed economic strategies to consolidate and maintain power throughout the period from 1450 to 1750.

HISTORICAL DEVELOPMENTS

KC-4.1.IV.C

Mercantilist policies and practices were used by European rulers to expand and control their economies and claim overseas territories. Joint-stock companies, influenced by these mercantilist principles, were used by rulers and merchants to finance exploration and were used by rulers to compete against one another in global trade.

KC-4.3.III.ii

Economic disputes led to rivalries and conflict between states.

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SUGGESTED SKILL

Claims and Evidence in Sources

3.A

Identify and describe a claim and/or argument in a text-based or non-text-based source.

ILLUSTRATIVE EXAMPLES

Competition over trade routes:

- Muslim–European rivalry in the Indian Ocean
- Moroccan conflict with the Songhai Empire

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ILLUSTRATIVE EXAMPLES *(CONT'D)*

Increased peasant and artisan labor:

- Western Europe—wool and linen
- India—cotton
- China—silk

THEMATIC FOCUS

Economics Systems ECN

As societies develop, they affect and are affected by the ways that they produce, exchange, and consume goods and services.

LEARNING OBJECTIVE

Unit 4: Learning Objective I

Explain the continuities and changes in networks of exchange from 1450 to 1750.

HISTORICAL DEVELOPMENTS

KC-4.1.IV.D.i

The Atlantic trading system involved the movement of goods, wealth, and labor, including enslaved persons.

KC-4.1.IV

The new global circulation of goods was facilitated by chartered European monopoly companies and the global flow of silver, especially from Spanish colonies in the Americas, which was used to purchase Asian goods for the Atlantic markets and satisfy Chinese demand for silver. Regional markets continued to flourish in Afro-Eurasia by using established commercial practices and new transoceanic and regional shipping services developed by European merchants.

KC-4.2.II.A

Peasant and artisan labor continued and intensified in many regions as the demand for food and consumer goods increased.

THEMATIC FOCUS

Social Interactions and Organization SIO

The process by which societies group their members and the norms that govern the interactions between these groups and between individuals influence political, economic, and cultural institutions and organization.

LEARNING OBJECTIVE

Unit 4: Learning Objective J

Explain how political, economic, and cultural factors affected society from 1450 to 1750.

HISTORICAL DEVELOPMENTS

KC-4.2.III.C

Some notable gender and family restructuring occurred, including demographic changes in Africa that resulted from the trade of enslaved persons.

KC-4.1.IV.D.ii

The Atlantic trading system involved the movement of labor—including enslaved persons and the mixing of African, American, and European cultures and peoples, with all parties contributing to this cultural synthesis.

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THEMATIC FOCUS

Cultural Developments and Interactions CDI

The development of ideas, beliefs, and religions illustrates how groups in society view themselves, and the interactions of societies and their beliefs often have political, social, and cultural implications.

LEARNING OBJECTIVE

Unit 4: Learning Objective K

Explain the similarities and differences in how various belief systems affected societies from 1450 to 1750.

HISTORICAL DEVELOPMENTS

KC-4.1.VI

In some cases, the increase and intensification of interactions between newly connected hemispheres expanded the reach and furthered development of existing religions, and contributed to religious conflicts and the development of syncretic belief systems and practices.

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SUGGESTED SKILL

Contextualization

4.B

Explain how a specific historical development or process is situated within a broader historical context.

ILLUSTRATIVE EXAMPLES

Local resistance:

- Pueblo Revolts
- Fronde
- Cossack revolts
- Maratha conflict with Mughals
- Ana Nzinga's resistance (as ruler of Ndongo and Matamba)
- Metacom's War (King Philip's War)

Resistance of enslaved persons:

- The establishment of Maroon societies in the Caribbean and Brazil
- Resistance of enslaved persons in North America

TOPIC 4.6

Internal and External Challenges to State Power from 1450 to 1750

Required Course Content

THEMATIC FOCUS

Governance GOV

A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.

LEARNING OBJECTIVE

Unit 4: Learning Objective L

Explain the effects of the development of state power from 1450 to 1750.

HISTORICAL DEVELOPMENTS

KC-4.3.III.iii

State expansion and centralization led to resistance from an array of social, political, and economic groups on a local level.

KC-5.3.III.C

Enslaved persons challenged existing authorities in the Americas through organized resistance.

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TOPIC 4.7
Changing Social Hierarchies from 1450 to 1750

Required Course Content

THEMATIC FOCUS

Social Interactions and Organization SIO

The process by which societies group their members and the norms that govern the interactions between these groups and between individuals influence political, economic, and cultural institutions and organization.

LEARNING OBJECTIVE

Unit 4: Learning Objective M

Explain how social categories, roles, and practices have been maintained or have changed over time.

HISTORICAL DEVELOPMENTS

KC-4.3.I.B

Many states, such as the Mughal and Ottoman empires, adopted practices to accommodate the ethnic and religious diversity of their subjects or to utilize the economic, political, and military contributions of different ethnic or religious groups. In other cases, states suppressed diversity or limited certain groups' roles in society, politics, or the economy.

KC-4.2.III.A

Imperial conquests and widening global economic opportunities contributed to the formation of new political and economic elites, including in China with the transition to the Qing Dynasty and in the Americas with the rise of the Casta system.

KC-4.2.III.B

The power of existing political and economic elites fluctuated as the elites confronted new challenges to their ability to affect the policies of the increasingly powerful monarchs and leaders.

SUGGESTED SKILL

Claims and Evidence in Sources

3.D

Explain how claims or evidence support, modify, or refute a source's argument.

ILLUSTRATIVE EXAMPLES

Differential treatment of groups in society, politics, and the economy:

- Expulsion of Jews from Spain and Portugal; the acceptance of Jews in the Ottoman Empire
- Restrictive policies against Han Chinese in Qing China
- Varying status of different classes of women within the Ottoman Empire

Existing elites:

- Ottoman timars
- Russian boyars
- European nobility

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SUGGESTED SKILL

Argumentation

6.C

Use historical reasoning to explain relationships among pieces of historical evidence.

TOPIC 4.8
Continuity and Change from 1450 to 1750

The final topic in this unit focuses on the skill of argumentation and so provides an opportunity for your students to draw upon the key concepts and historical developments they have studied in this unit. Using evidence relevant to this unit's key concepts, students should practice the suggested skill for this topic.

Required Course Content

LEARNING OBJECTIVE

Unit 4: Learning Objective N

Explain how economic developments from 1450 to 1750 affected social structures over time.

REVIEW: UNIT 4 KEY CONCEPTS

KC-4.1

The interconnection of the Eastern and Western Hemispheres, made possible by transoceanic voyaging, transformed trade and had a significant social impact on the world.

KC-4.1.II

Knowledge, scientific learning, and technology from the Classical, Islamic, and Asian worlds spread, facilitating European technological developments and innovation.

KC-4.1.II.A

The developments included the production of new tools, innovations in ship designs, and an improved understanding of regional wind and currents patterns—all of which made transoceanic travel and trade possible.

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LEARNING OBJECTIVE

Unit 4: Learning Objective N

Explain how economic developments from 1450 to 1750 affected social structures over time.

REVIEW: UNIT 4 KEY CONCEPTS

KC-4.2

Although the world's productive systems continued to be heavily centered on agriculture, major changes occurred in agricultural labor, the systems and locations of manufacturing, gender and social structures, and environmental processes.

KC-4.2.II

The demand for labor intensified as a result of the growing global demand for raw materials and finished products. Traditional peasant agriculture increased and changed in nature, plantations expanded, and the Atlantic slave trade developed and intensified.

KC-4.3

Empires achieved increased scope and influence around the world, shaping and being shaped by the diverse populations they incorporated.

KC-4.3.III.ii

Economic disputes led to rivalries and conflict between states.

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AP WORLD HISTORY

UNIT 5

Revolutions

c. 1750 to c. 1900

12–15%
AP EXAM WEIGHTING

~20–23
CLASS PERIODS

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Remember to go to **AP Classroom** to assign students the online **Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

Progress Check 5

Multiple-choice: ~25 questions
Short-answer: 2 questions

- Secondary source
- No source

Free-response: 2 questions

- Long essay (partial)
- Document-based (partial)

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Revolutions

c. 1750 to c. 1900

UNIT AT A GLANCE

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods ~20–23 CLASS PERIODS
CDI, SIO	**5.1** The Enlightenment	Continuity and Change	3.A Identify and describe a claim and/or argument in a text-based or non-text-based source.	
GOV	**5.2** Nationalism and Revolutions in the Period from 1750 to 1900	Causation	3.C Compare the arguments or main ideas of two sources.	
ENV	**5.3** Industrial Revolution Begins	Causation	1.B Explain a historical concept, development, or process.	
TEC	**5.4** Industrialization Spreads in the Period from 1750 to 1900	Continuity and Change	5.A Identify patterns among or connections between historical developments and processes.	
	5.5 Technology of the Industrial Age	Causation	1.B Explain a historical concept, development, or process.	
GOV	**5.6** Industrialization: Government's Role from 1750 to 1900	Causation	5.A Identify patterns among or connections between historical developments and processes.	
ECN	**5.7** Economic Developments and Innovations in the Industrial Age	Continuity and Change	5.B Explain how a historical development or process relates to another historical development or process.	

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UNIT AT A GLANCE *(cont'd)*

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods ~20–23 CLASS PERIODS
SIO	**5.8 Reactions to the Industrial Economy from 1750 to 1900**	Causation	2.B Explain the point of view, purpose, historical situation, and/or audience of a source.	
SIO	**5.9 Society and the Industrial Age**	Continuity and Change	4.B Explain how a specific historical development or process is situated within a broader historical context.	
	5.10 Continuity and Change in the Industrial Age	Continuity and Change	6.C Use historical reasoning to explain relationships among pieces of historical evidence.	
	Go to **AP Classroom** to assign the **Progress Check** for Unit 5. Review the results in class to identify and address any student misunderstandings.			

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SAMPLE INSTRUCTIONAL ACTIVITIES

The sample activities on this page are optional and are offered to provide possible ways to incorporate instructional approaches into the classroom. Teachers do not need to use these activities and are free to alter or edit them. The examples below were developed in partnership with teachers from the AP community to share ways that they approach teaching some of the topics in this unit. Please refer to the Instructional Approaches section beginning on p. 171 for more examples of activities and strategies.

Activity	Topic	Sample Activity
1	5.2	**Socratic Seminar** Assign students excerpts from the Declaration of Independence, the "Declaration of the Rights of Man and of the Citizen," and the "Letter from Jamaica." Place students in groups of about eight and have them discuss the following questions: ▪ How does historical context help us understand these documents? ▪ How are the authors' arguments similar? Why? ▪ How are the authors' arguments different? Why? ▪ To what extent do you think these documents affected the course of human history?
2	5.5	**Debate** Place students into groups of five. Assign each student a technology from this topic and provide them a reading about it. Present students with this scenario: Imagine you are on the writing staff of *Scientific American* magazine. Your team is going to write an article entitled "Five Technologies that Changed the World." The steam engine, railroad, internal combustion engine, steamship, and telegraph will be the featured technologies; your job is to decide how to rank them. After reading about your assigned technology, engage in a debate with your group about each technology's relative importance. As a group, rank them from most important to least and write a few paragraphs justifying your decision.
3	5.8	**Critique Reasoning** In groups of three, assign the descriptions of Manchester from Friedrich Engels's *The Condition of the Working-Class in England in 1844* and the preface to the Wheelan and Co. business directory, 1852. Ask students to discuss the differences in the descriptions; how the point of view, purpose, and intended audience of the authors might explain the differences; and which description they believe is the most accurate and why.

Unit Planning Notes

Use the space below to plan your approach to the unit. Consider how you want to pace your course and methods of instruction and assessment.

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SUGGESTED SKILL

Claims and Evidence in Sources

3.A

Identify and describe a claim and/or argument in a text-based or non-text-based source.

TOPIC 5.1
The Enlightenment

Required Course Content

THEMATIC FOCUS

Cultural Developments and Interactions CDI

The development of ideas, beliefs, and religions illustrates how groups in society view themselves, and the interactions of societies and their beliefs often have political, social, and cultural implications.

LEARNING OBJECTIVE

Unit 5: Learning Objective A

Explain the intellectual and ideological context in which revolutions swept the Atlantic world from 1750 to 1900.

HISTORICAL DEVELOPMENTS

KC-5.3.I.A

Enlightenment philosophies applied new ways of understanding and empiricist approaches to both the natural world and human relationships; they also reexamined the role that religion played in public life and emphasized the importance of reason. Philosophers developed new political ideas about the individual, natural rights, and the social contract.

KC-5.3.I

The rise and diffusion of Enlightenment thought that questioned established traditions in all areas of life often preceded revolutions and rebellions against existing governments.

KC-5.3.II.i

Nationalism also became a major force shaping the historical development of states and empires.

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THEMATIC FOCUS

Social Interactions and Organization SIO

The process by which societies group their members and the norms that govern the interactions between these groups and between individuals influence political, economic, and cultural institutions and organization.

LEARNING OBJECTIVE

Unit 5: Learning Objective B

Explain how the Enlightenment affected societies over time.

HISTORICAL DEVELOPMENTS

KC-5.3.I.C

Enlightenment ideas and religious ideals influenced various reform movements. These reform movements contributed to the expansion of rights, as seen in expanded suffrage, the abolition of slavery, and the end of serfdom.

KC-5.3.IV.B

Demands for women's suffrage and an emergent feminism challenged political and gender hierarchies.

ILLUSTRATIVE EXAMPLES

Demands:

- Mary Wollstonecraft's *A Vindication of the Rights of Woman*
- Olympe de Gouges's *Declaration of the Rights of Woman and of the Female Citizen*
- Seneca Falls Conference (1848) organized by Elizabeth Cady Stanton and Lucretia Mott

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SUGGESTED SKILL

Claims and Evidence in Sources

3.C

Compare the arguments or main ideas of two sources.

TOPIC 5.2
Nationalism and Revolutions in the Period from 1750 to 1900

Required Course Content

THEMATIC FOCUS

Governance GOV

A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.

LEARNING OBJECTIVE

Unit 5: Learning Objective C

Explain causes and effects of the various revolutions in the period from 1750 to 1900.

HISTORICAL DEVELOPMENTS

KC-5.3.II.ii

People around the world developed a new sense of commonality based on language, religion, social customs, and territory. This was sometimes harnessed by governments to foster a sense of unity.

KC-5.3

The 18th century marked the beginning of an intense period of revolution and rebellion against existing governments, leading to the establishment of new nation-states around the world.

KC-5.3.IV.A.i

Discontent with monarchist and imperial rule encouraged the development of systems of government and various ideologies, including democracy and 19th-century liberalism.

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LEARNING OBJECTIVE

Unit 5: Learning Objective C

Explain causes and effects of the various revolutions in the period from 1750 to 1900.

HISTORICAL DEVELOPMENTS

KC-5.3.III.B

Colonial subjects in the Americas led a series of rebellions inspired by democratic ideals. The American Revolution, and its successful establishment of a republic, the United States of America, was a model and inspiration for a number of the revolutions that followed. The American Revolution, the Haitian Revolution, and the Latin American independence movements facilitated the emergence of independent states in the Americas.

KC-5.3.I.B

The ideas of Enlightenment philosophers, as reflected in revolutionary documents—including the American Declaration of Independence during the American Revolution, the French "Declaration of the Rights of Man and of the Citizen" during the French Revolution, and Bolívar's "Letter from Jamaica" on the eve of the Latin American revolutions—influenced resistance to existing political authority, often in pursuit of independence and democratic ideals.

KC-5.3.II.iii

Newly imagined national communities often linked this new national identity with borders of the state, and in some cases, nationalists challenged boundaries or sought unification of fragmented regions.

ILLUSTRATIVE EXAMPLES

Call for national unification or liberation:

- Propaganda Movement in the Philippines
- Maori nationalism and the New Zealand wars in New Zealand
- Puerto Rico—writings of Lola Rodríguez de Tió
- German and Italian unifications
- Balkan nationalisms
- Ottomanism

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SUGGESTED SKILL

Developments and Processes

1.B

Explain a historical concept, development, or process.

TOPIC 5.3
Industrial Revolution Begins

Required Course Content

THEMATIC FOCUS

Humans and the Environments ENV

The environment shapes human societies, and as populations grow and change, these populations in turn shape their environments.

LEARNING OBJECTIVE

Unit 5: Learning Objective D

Explain how environmental factors contributed to industrialization from 1750 to 1900.

HISTORICAL DEVELOPMENTS

KC-5.1.I.A

A variety of factors contributed to the growth of industrial production and eventually resulted in the Industrial Revolution, including:

- Proximity to waterways; access to rivers and canals
- Geographical distribution of coal, iron, and timber
- Urbanization
- Improved agricultural productivity
- Legal protection of private property
- Access to foreign resources
- Accumulation of capital

KC-5.1.I.C

The development of the factory system concentrated production in a single location and led to an increasing degree of specialization of labor.

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TOPIC 5.4
Industrialization Spreads in the Period from 1750 to 1900

Required Course Content

THEMATIC FOCUS

Technology and Innovation TEC

Human adaptation and innovation have resulted in increased efficiency, comfort, and security, and technological advances have shaped human development and interactions with both intended and unintended consequences.

LEARNING OBJECTIVE

Unit 5: Learning Objective E

Explain how different modes and locations of production have developed and changed over time.

HISTORICAL DEVELOPMENTS

KC-5.1.II.B

The rapid development of steam-powered industrial production in European countries and the U.S. contributed to the increase in these regions' share of global manufacturing during the first Industrial Revolution. While Middle Eastern and Asian countries continued to produce manufactured goods, these regions' share in global manufacturing declined.

KC-5.1.I.D

As new methods of industrial production became more common in parts of northwestern Europe, they spread to other parts of Europe and the United States, Russia, and Japan.

SUGGESTED SKILL

Making Connections

5.A

Identify patterns among or connections between historical developments and processes.

ILLUSTRATIVE EXAMPLES

Decline of Middle Eastern and Asian share in global manufacturing:

- Shipbuilding in India and Southeast Asia
- Iron works in India
- Textile production in India and Egypt

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SUGGESTED SKILL

Developments and Processes

1.B

Explain a historical concept, development, or process.

TOPIC 5.5
Technology of the Industrial Age

Required Course Content

THEMATIC FOCUS

Technology and Innovation TEC

Human adaptation and innovation have resulted in increased efficiency, comfort, and security, and technological advances have shaped human development and interactions with both intended and unintended consequences.

LEARNING OBJECTIVE

Unit 5: Learning Objective F

Explain how technology shaped economic production over time.

HISTORICAL DEVELOPMENTS

KC-5.1.I.B

The development of machines, including steam engines and the internal combustion engine, made it possible to take advantage of both existing and vast newly discovered resources of energy stored in fossil fuels, specifically coal and oil. The fossil fuels revolution greatly increased the energy available to human societies.

KC-5.1.I.E

The "second industrial revolution" led to new methods in the production of steel, chemicals, electricity, and precision machinery during the second half of the 19th century.

KC-5.1.IV

Railroads, steamships, and the telegraph made exploration, development, and communication possible in interior regions globally, which led to increased trade and migration.

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TOPIC 5.6
Industrialization: Government's Role from 1750 to 1900

Required Course Content

THEMATIC FOCUS

Governance GOV

A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.

LEARNING OBJECTIVE

Unit 5: Learning Objective G

Explain the causes and effects of economic strategies of different states and empires.

HISTORICAL DEVELOPMENTS

KC-5.1.V.C

As the influence of the Industrial Revolution grew, a small number of states and governments promoted their own state-sponsored visions of industrialization.

KC-5.2.II.A

The expansion of U.S. and European influence in Asia led to internal reform in Japan that supported industrialization and led to the growing regional power of Japan in the Meiji Era.

SUGGESTED SKILL

Making Connections

5.A

Identify patterns among or connections between historical developments and processes.

ILLUSTRATIVE EXAMPLE

State-sponsored visions of industrialization:

- Muhammad Ali's development of a cotton textile industry in Egypt

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SUGGESTED SKILL

Making Connections

5.B

Explain how a historical development or process relates to another historical development or process.

ILLUSTRATIVE EXAMPLES

Transnational businesses:

- Hong Kong and Shanghai Banking Corporation (HSBC)
- Unilever based in England and the Netherlands and operating in British West Africa and the Belgian Congo

Financial instruments:

- Stock markets
- Limited-liability corporations

TOPIC 5.7
Economic Developments and Innovations in the Industrial Age

Required Course Content

THEMATIC FOCUS

Economics Systems ECN

As societies develop, they affect and are affected by the ways that they produce, exchange, and consume goods and services.

LEARNING OBJECTIVE

Unit 5: Learning Objective H

Explain the development of economic systems, ideologies, and institutions and how they contributed to change in the period from 1750 to 1900.

HISTORICAL DEVELOPMENTS

KC-5.1.III.A

Western European countries began abandoning mercantilism and adopting free trade policies, partly in response to the growing acceptance of Adam Smith's theories of laissez-faire capitalism and free markets.

KC-5.1.III.B

The global nature of trade and production contributed to the proliferation of large-scale transnational businesses that relied on new practices in banking and finance.

KC-5.1

The development of industrial capitalism led to increased standards of living for some, and to continued improvement in manufacturing methods that increased the availability, affordability, and variety of consumer goods.

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TOPIC 5.8
Reactions to the Industrial Economy from 1750 to 1900

Required Course Content

THEMATIC FOCUS

Social Interactions and Organization SIO

The process by which societies group their members and the norms that govern the interactions between these groups and between individuals influence political, economic, and cultural institutions and organization.

LEARNING OBJECTIVE

Unit 5: Learning Objective I

Explain the causes and effects of calls for changes in industrial societies from 1750 to 1900.

HISTORICAL DEVELOPMENTS

KC-5.1.V.D

In response to the social and economic changes brought about by industrial capitalism, some governments, organizations, and individuals promoted various types of political, social, educational, and urban reforms.

KC-5.1.V.A

In industrialized states, many workers organized themselves, often in labor unions, to improve working conditions, limit hours, and gain higher wages. Workers' movements and political parties emerged in different areas, promoting alternative visions of society.

KC-5.3.IV.A.ii

Discontent with established power structures encouraged the development of various ideologies, including those espoused by Karl Marx, and the ideas of socialism and communism.

KC-5.1.V.B

In response to the expansion of industrializing states, some governments in Asia and Africa, including the Ottoman Empire and Qing China, sought to reform and modernize their economies and militaries. Reform efforts were often resisted by some members of government or established elite groups.

SUGGESTED SKILL

Sourcing and Situation

2.B

Explain the point of view, purpose, historical situation, and/or audience of a source.

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SUGGESTED SKILL

Contextualization

4.B

Explain how a specific historical development or process is situated within a broader historical context.

TOPIC 5.9
Society and the Industrial Age

Required Course Content

THEMATIC FOCUS

Social Interactions and Organization SIO

The process by which societies group their members and the norms that govern the interactions between these groups and between individuals influence political, economic, and cultural institutions and organization.

LEARNING OBJECTIVE

Unit 5: Learning Objective J

Explain how industrialization caused change in existing social hierarchies and standards of living.

HISTORICAL DEVELOPMENTS

KC-5.1.VI.A

New social classes, including the middle class and the industrial working class, developed.

KC-5.1.VI.B

While women and often children in working class families typically held wage-earning jobs to supplement their families' income, middle-class women who did not have the same economic demands to satisfy were increasingly limited to roles in the household or roles focused on child development.

KC-5.1.VI.C

The rapid urbanization that accompanied global capitalism at times led to a variety of challenges, including pollution, poverty, increased crime, public health crises, housing shortages, and insufficient infrastructure to accommodate urban growth.

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TOPIC 5.10
Continuity and Change in the Industrial Age

SUGGESTED SKILL

Argumentation

6.C

Use historical reasoning to explain relationships among pieces of historical evidence.

The final topic in this unit focuses on the skill of argumentation and so provides an opportunity for your students to draw upon the key concepts and historical developments they have studied in this unit. Using evidence relevant to this unit's key concepts, students should practice the suggested skill for this topic.

Required Course Content

LEARNING OBJECTIVE

Unit 5: Learning Objective K

Explain the extent to which industrialization brought change from 1750 to 1900.

REVIEW: UNIT 5 KEY CONCEPTS

KC-5.1

The development of industrial capitalism led to increased standards of living for some, and to continued improvement in manufacturing methods that increased the availability, affordability, and variety of consumer goods.

KC-5.1.IV

Railroads, steamships, and the telegraph made exploration, development, and communication possible in interior regions globally, which led to increased trade and migration.

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LEARNING OBJECTIVE

Unit 5: Learning Objective K

Explain the extent to which industrialization brought change from 1750 to 1900.

REVIEW: UNIT 5 KEY CONCEPTS

KC-5.3

The 18th century marked the beginning of an intense period of revolution and rebellion against existing governments, leading to the establishment of new nation-states around the world.

KC-5.3.I.A

Enlightenment philosophies applied new ways of understanding and empiricist approaches to both the natural world and human relationships; they also reexamined the role that religion played in public life and emphasized the importance of reason. Philosophers developed new political ideas about the individual, natural rights, and the social contract.

KC-5.3.I

The rise and diffusion of Enlightenment thought that questioned established traditions in all areas of life often preceded revolutions and rebellions against existing governments.

KC-5.3.II.i

Nationalism also became a major force shaping the historical development of states and empires

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AP WORLD HISTORY

UNIT 6

Consequences of Industrialization

c. 1750 to c. 1900

12–15%
AP EXAM WEIGHTING

~12–15
CLASS PERIODS

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Remember to go to **AP Classroom** to assign students the online **Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

Progress Check 6

Multiple-choice: ~20 questions
Short-answer: 2 questions

- No source
- Primary source

Free-response: 1 question

- Document-based (partial)

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UNIT 6

12–15% AP EXAM WEIGHTING | **~12–15** CLASS PERIODS

Consequences of Industrialization

c. 1750 to c. 1900

UNIT AT A GLANCE

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods ~12–15 CLASS PERIODS
CDI	**6.1 Rationales for Imperialism from 1750 to 1900**	Causation	4.B Explain how a specific historical development or process is situated within a broader historical context.	
GOV	**6.2 State Expansion from 1750 to 1900**	Comparison	4.B Explain how a specific historical development or process is situated within a broader historical context.	
GOV	**6.3 Indigenous Responses to State Expansion from 1750 to 1900**	Causation	2.C Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.	
ENV	**6.4 Global Economic Development from 1750 to 1900**	Continuity and Change	2.B Explain the point of view, purpose, historical situation, and/or audience of a source might affect its interpretation.	
ECN	**6.5 Economic Imperialism from 1750 to 1900**	Causation	4.B Explain how a specific historical development or process is situated within a broader historical context.	
ENV, ECN	**6.6 Causes of Migration in an Interconnected World**	Causation	5.B Explain how a historical development or process relates to another historical development or process.	

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UNIT AT A GLANCE *(cont'd)*

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods ~12–15 CLASS PERIODS
SIO	**6.7 Effects of Migration**	Causation	5.B Explain how a historical development or process relates to another historical development or process.	
	6.8 Causation in the Imperial Age	Causation	6.D Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might: ▪ Explain nuance of an issue by analyzing multiple variables. ▪ Explain relevant and insightful connections within and across periods. ▪ Explain the relative historical significance of a source's credibility and limitations. ▪ Explain how or why a historical claim or argument is or is not effective.	
	Go to **AP Classroom** to assign the **Progress Check** for Unit 6. Review the results in class to identify and address any student misunderstandings.			

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SAMPLE INSTRUCTIONAL ACTIVITIES

The sample activities on this page are optional and are offered to provide possible ways to incorporate instructional approaches into the classroom. Teachers do not need to use these activities and are free to alter or edit them. The examples below were developed in partnership with teachers from the AP community to share ways that they approach teaching some of the topics in this unit. Please refer to the Instructional Approaches section beginning on p. 171 for more examples of activities and strategies.

Activity	Topic	Sample Activity
1	6.3	**Discussion Groups** Divide the class into groups of eight. Provide each group member with the documents from the **2009 AP Exam document-based question on imperialism in Africa**. Model how to explain the historical significance of purpose for document 1. Assign each student one of the remaining documents. Ask students to read their document and write a paragraph explaining the relative historical significance of the source's point of view, purpose, historical situation, or audience. Then have them take turns leading a group discussion about the significance of their document's point of view, purpose, situation, or audience.
2	6.6	**Quickwrite** After a lesson or reading on Topic 6.6, ask students to write a few paragraphs responding to the following question: *How do economic, environmental, and technological factors converge to cause migration?* Ask students to peer review a classmate's work to ensure that they have accurately connected the economy, environment, technology, and migration. Have students discuss possible revisions to improve their work.
3	6.8	**Guided Discussion** Have students work in groups to list four effects of imperialism across the top of a sheet of paper. Under each effect, have students list as many things that they can think of that changed as a result. Ask them to rank the effects from most significant to least based on the amount of change each caused. Then, have the groups circle the three changes that they believe are most important and then revise their ranking to take this into account. Individually, have students complete the following sentence frame: While imperialism in the 19th century had many effects, including _____, the most significant was _____ because _____.

Unit Planning Notes

Use the space below to plan your approach to the unit. Consider how you want to pace your course and methods of instruction and assessment.

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SUGGESTED SKILL

Contextualization

4.B

Explain how a specific historical development or process is situated within a broader historical context.

TOPIC 6.1
Rationales for Imperialism from 1750 to 1900

Required Course Content

THEMATIC FOCUS

Cultural Developments and Interactions CDI

The development of ideas, beliefs, and religions illustrates how groups in society view themselves, and the interactions of societies and their beliefs often have political, social, and cultural implications.

LEARNING OBJECTIVE

Unit 6: Learning Objective A

Explain how ideologies contributed to the development of imperialism from 1750 to 1900.

HISTORICAL DEVELOPMENTS

KC-5.2.III

A range of cultural, religious, and racial ideologies were used to justify imperialism, including Social Darwinism, nationalism, the concept of the civilizing mission, and the desire to religiously convert indigenous populations.

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TOPIC 6.2
State Expansion from 1750 to 1900

Required Course Content

THEMATIC FOCUS

Governance GOV

A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.

LEARNING OBJECTIVE

Unit 6: Learning Objective B

Compare processes by which state power shifted in various parts of the world from 1750 to 1900.

HISTORICAL DEVELOPMENTS

KC-5.2.I.A

Some states with existing colonies strengthened their control over those colonies and in some cases assumed direct control over colonies previously held by non-state entities.

KC-5.2.I.B

European states as well as the United States and Japan acquired territories throughout Asia and the Pacific, while Spanish and Portuguese influence declined.

KC-5.2.I.C

Many European states used both warfare and diplomacy to expand their empires in Africa.

KC-5.2.I.D

Europeans established settler colonies in some parts of their empires.

KC-5.2.II.B

The United States, Russia, and Japan expanded their land holdings by conquering and settling neighboring territories.

SUGGESTED SKILL

Sourcing and Situation

4.B

Explain how a specific historical development or process is situated within a broader historical context.

ILLUSTRATIVE EXAMPLES

Non-state to state colonial control:

- Shift from the private ownership of the Congo by King Leopold II to the Belgium government
- Shift from the Dutch East India Company to Dutch government control in Indonesia and Southeast Asia

European states that expanded empires in Africa:

- Britain in West Africa
- Belgium in the Congo
- French in West Africa

Settler colonies established in empires:

- New Zealand

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SUGGESTED SKILL

Sourcing and Situation

2.C

Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.

ILLUSTRATIVE EXAMPLES

Direct resistance:

- Túpac Amaru II's rebellion in Peru
- Samory Touré's military battles in West Africa
- Yaa Asantewaa War in West Africa
- 1857 rebellion in India

New states:

- Establishment of independent states in the Balkans
- Sokoto Caliphate in modern-day Nigeria
- Cherokee Nation
- Zulu Kingdom

Rebellions:

- Ghost Dance in the U.S.
- Xhosa Cattle-Killing Movement in Southern Africa
- Mahdist wars in Sudan

TOPIC 6.3
Indigenous Responses to State Expansion from 1750 to 1900

Required Course Content

THEMATIC FOCUS

Governance GOV

A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.

LEARNING OBJECTIVE

Unit 6: Learning Objective C

Explain how and why internal and external factors have influenced the process of state building from 1750 to 1900.

HISTORICAL DEVELOPMENTS

KC-5.3.III.D

Increasing questions about political authority and growing nationalism contributed to anticolonial movements.

KC-5.2.II.C

Anti-imperial resistance took various forms, including direct resistance within empires and the creation of new states on the peripheries.

KC-5.3.III.E

Increasing discontent with imperial rule led to rebellions, some of which were influenced by religious ideas.

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TOPIC 6.4
Global Economic Development from 1750 to 1900

Required Course Content

THEMATIC FOCUS

Humans and the Environments ENV

The environment shapes human societies, and as populations grow and change, these populations in turn shape their environments.

LEARNING OBJECTIVE

Unit 6: Learning Objective D

Explain how various environmental factors contributed to the development of the global economy from 1750 to 1900.

HISTORICAL DEVELOPMENTS

KC-5.1.II.A

The need for raw materials for factories and increased food supplies for the growing population in urban centers led to the growth of export economies around the world that specialized in commercial extraction of natural resources and the production of food and industrial crops. The profits from these raw materials were used to purchase finished goods.

SUGGESTED SKILL

Sourcing and Situation

2.B

Explain the point of view, purpose, historical situation, and/or audience of a source.

ILLUSTRATIVE EXAMPLES

Resource export economies:

- Cotton production in Egypt
- Rubber extraction in the Amazon and the Congo basin
- The palm oil trade in West Africa
- The guano industries in Peru and Chile
- Meat from Argentina and Uruguay
- Diamonds from Africa

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SUGGESTED SKILL

Sourcing and Situation

4.B

Explain how a specific historical development or process is situated within a broader historical context.

ILLUSTRATIVE EXAMPLES

Industrialized states practicing economic imperialism:

- Britain and France expanding their influence in China through the Opium Wars
- The construction of the Port of Buenos Aires with the support of British firms

Commodities that contributed to European and American economic advantage:

- Opium produced in the Middle East or South Asia and exported to China
- Cotton grown in South Asia and Egypt and exported to Great Britain and other European countries
- Palm oil produced in sub-Saharan Africa and exported to European countries
- Copper extracted in Chile

TOPIC 6.5

Economic Imperialism from 1750 to 1900

Required Course Content

THEMATIC FOCUS

Economics Systems ECN

As societies develop, they affect and are affected by the ways that they produce, exchange, and consume goods and services.

LEARNING OBJECTIVE

Unit 6: Learning Objective E

Explain how various economic factors contributed to the development of the global economy from 1750 to 1900.

HISTORICAL DEVELOPMENTS

KC-5.2.I.E

Industrialized states and businesses within those states practiced economic imperialism primarily in Asia and Latin America.

KC-5.1.II.C

Trade in some commodities was organized in a way that gave merchants and companies based in Europe and the U.S. a distinct economic advantage.

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TOPIC 6.6
Causes of Migration in an Interconnected World

Required Course Content

THEMATIC FOCUS

Humans and the Environments ENV

The environment shapes human societies, and as populations grow and change, these populations in turn shape their environments.

LEARNING OBJECTIVE

Unit 6: Learning Objective F

Explain how various environmental factors contributed to the development of varied patterns of migration from 1750 to 1900.

HISTORICAL DEVELOPMENTS

KC-5.4.I

Migration in many cases was influenced by changes in demographics in both industrialized and unindustrialized societies that presented challenges to existing patterns of living.

KC-5.4.I.B

Because of the nature of new modes of transportation, both internal and external migrants increasingly relocated to cities. This pattern contributed to the significant global urbanization of the 19th century. The new methods of transportation also allowed for many migrants to return, periodically or permanently, to their home societies.

continued on next page

SUGGESTED SKILL

Making Connections

5.B

Explain how a historical development or process relates to another historical development or process.

ILLUSTRATIVE EXAMPLES

Return of migrants:

- Japanese agricultural workers in the Pacific
- Lebanese merchants in the Americas
- Italian industrial workers in Argentina

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ILLUSTRATIVE EXAMPLES *(CONT'D)*

Migrants:

- Irish to the United States
- British engineers and geologists to South Asia and Africa

THEMATIC FOCUS

Economics Systems ECN

As societies develop, they affect and are affected by the ways that they produce, exchange, and consume goods and services.

LEARNING OBJECTIVE

Unit 6: Learning Objective G

Explain how various economic factors contributed to the development of varied patterns of migration from 1750 to 1900.

HISTORICAL DEVELOPMENTS

KC-5.4.II.A

Many individuals chose freely to relocate, often in search of work.

KC-5.4.II.B

The new global capitalist economy continued to rely on coerced and semicoerced labor migration, including enslavement Chinese and Indian indentured servitude, and convict labor.

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TOPIC 6.7
Effects of Migration

Required Course Content

THEMATIC FOCUS

Social Interactions and Organization SIO

The process by which societies group their members and the norms that govern the interactions between these groups and between individuals influence political, economic, and cultural institutions and organization.

LEARNING OBJECTIVE

Unit 6: Learning Objective H

Explain how and why new patterns of migration affected society from 1750 to 1900.

HISTORICAL DEVELOPMENTS

KC-5.4.III.A

Migrants tended to be male, leaving women to take on new roles in the home society that had been formerly occupied by men.

KC-5.4.III.B

Migrants often created ethnic enclaves in different parts of the world that helped transplant their culture into new environments.

KC-5.4.III.C

Receiving societies did not always embrace immigrants, as seen in the various degrees of ethnic and racial prejudice and the ways states attempted to regulate the increased flow of people across their borders.

SUGGESTED SKILL

Making Connections

5.B

Explain how a historical development or process relates to another historical development or process.

ILLUSTRATIVE EXAMPLES

Migrant ethnic enclaves:

- Chinese in Southeast Asia, the Caribbean, South America, and North America
- Indians in East and Southern Africa, the Caribbean, and Southeast Asia
- Irish in North America
- Italians in North and South America

Regulation of immigrants:

- Chinese Exclusion Act
- White Australia policy

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SUGGESTED SKILL

Argumentation

6.D

Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might:

- Explain nuance of an issue by analyzing multiple variables.
- Explain relevant and insightful connections within and across periods.
- Explain the relative historical significance of a source's credibility and limitations.
- Explain how or why a historical claim or argument is or is not effective.

TOPIC 6.8
Causation in the Imperial Age

The final topic in this unit focuses on the skill of argumentation and so provides an opportunity for your students to draw upon the key concepts and historical developments they have studied in this unit. Using evidence relevant to this unit's key concepts, students should practice the suggested skill for this topic.

Required Course Content

LEARNING OBJECTIVE

Unit 6: Learning Objective I

Explain the relative significance of the effects of imperialism from 1750 to 1900.

REVIEW: UNIT 6 KEY CONCEPTS

KC-5.1

The development of industrial capitalism led to increased standards of living for some, and to continued improvement in manufacturing methods that increased the availability, affordability, and variety of consumer goods.

KC-5.2

As states industrialized, they also expanded existing overseas empires and established new colonies and transoceanic relationships.

KC-5.3

The 18th century marked the beginning of an intense period of revolution and rebellion against existing governments, leading to the establishment of new nation-states around the world.

KC-5.4

As a result of the emergence of transoceanic empires and a global capitalist economy, migration patterns changed dramatically, and the numbers of migrants increased significantly.

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AP WORLD HISTORY

UNIT 7

Global Conflict

c. 1900 to the present

8–10%
AP EXAM WEIGHTING

~9–12
CLASS PERIODS

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Remember to go to **AP Classroom** to assign students the online **Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

Progress Check 7

Multiple-choice: ~25 questions
Short-answer: 2 questions

- Secondary source
- No source

Free-response: 1 question

- Document-based

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UNIT 7

8–10% AP EXAM WEIGHTING | **~9–12** CLASS PERIODS

Global Conflict

c. 1900 to the present

UNIT AT A GLANCE

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods ~9–12 CLASS PERIODS
GOV	**7.1** Shifting Power After 1900	Continuity and Change	4.B Explain how a specific historical development or process is situated within a broader historical context.	
	7.2 Causes of World War I	Causation	1.B Explain a historical concept, development, or process.	
TEC	**7.3** Conducting World War I	Continuity and Change	3.B Identify the evidence used in a source to support an argument.	
ECN	**7.4** Economy in the Interwar Period	Comparison	2.C Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.	
GOV	**7.5** Unresolved Tensions After World War I	Continuity and Change	2.C Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.	
	7.6 Causes of World War II	Causation	2.C Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.	
	7.7 Conducting World War II	Comparison	3.D Explain how claims or evidence support, modify, or refute a source's argument.	

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UNIT AT A GLANCE *(cont'd)*

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods ~9–12 CLASS PERIODS
SIO	**7.8 Mass Atrocities After 1900**	Causation	5.B Explain how a historical development or process relates to another historical development or process.	
	7.9 Causation in Global Conflict	Causation	6.D Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might: ▪ Explain nuance of an issue by analyzing multiple variables. ▪ Explain relevant and insightful connections within and across periods. ▪ Explain the relative historical significance of a source's credibility and limitations. ▪ Explain how or why a historical claim or argument is or is not effective.	
	Go to **AP Classroom** to assign the **Progress Check** for Unit 7. Review the results in class to identify and address any student misunderstandings.			

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SAMPLE INSTRUCTIONAL ACTIVITIES

The sample activities on this page are optional and are offered to provide possible ways to incorporate instructional approaches into the classroom. Teachers do not need to use these activities and are free to alter or edit them. The examples below were developed in partnership with teachers from the AP community to share ways that they approach teaching some of the topics in this unit. Please refer to the Instructional Approaches section beginning on p. 171 for more examples of activities and strategies.

Activity	Topic	Sample Activity
1	7.4	**Shared Inquiry** Assign extended excerpts of Lázaro Cárdenas's "Speech to the Nation" (1938) and Joseph Stalin's "Industrialization of the Country and the Right Deviation in the C.P.S.U.(B.)" (1928) before class. In small groups, ask students to reread the documents and discuss the following questions: ▪ What is each author's purpose and audience? ▪ How are they similar and different? ▪ Discuss the changes and continuities associated with the Mexican and Russian revolutions (Topic 7.1). How does the historical situation in each country help you understand the similarities and differences? ▪ Discuss the economic changes that you studied in Units 5 and 6. How does this help you understand the historical significance of each author's point of view? Support your response with examples.
2	7.5	**Quickwrite** Assign a short excerpt from Georges Clemenceau's "Letter of Reply to the Objections of the German Peace Delegation" (May 1919). Ask students to review their notes from Topic 7.2 and respond to the following prompt in a paragraph: *Based on what you learned about the causes of World War I, what are the weaknesses in Clemenceau's argument?*
3	7.7	**Socratic Seminar** Ask students to read and annotate "The Century of Total War" section of "War and the Environment" by Richard P. Tucker (available on **World History Connected**) before class. Facilitate a student discussion of the following questions: ▪ What is the author's argument? ▪ What evidence does he use to support his argument? ▪ Is there additional evidence from before or during this time period that would support or refute the author's argument? ▪ Do you agree with the author's argument? Why or why not?

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SUGGESTED SKILL

Contextualization

4.B

Explain how a specific historical development or process is situated within a broader historical context.

TOPIC 7.1
Shifting Power After 1900

Required Course Content

THEMATIC FOCUS

Governance GOV

A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.

LEARNING OBJECTIVE

Unit 7: Learning Objective A

Explain how internal and external factors contributed to change in various states after 1900.

HISTORICAL DEVELOPMENTS

KC-6.2.I

The West dominated the global political order at the beginning of the 20th century, but both land-based and maritime empires gave way to new states by the century's end.

KC-6.2.I.A

The older, land-based Ottoman, Russian, and Qing empires collapsed due to a combination of internal and external factors. These changes in Russia eventually led to communist revolution.

KC-6.2.II.D

States around the world challenged the existing political and social order, including the Mexican Revolution that arose as a result of political crisis.

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TOPIC 7.2
Causes of World War I

SUGGESTED SKILL

Developments and Processes

1.B

Explain a historical concept, development, or process.

Required Course Content

THEMATIC FOCUS

Governance GOV

A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.

LEARNING OBJECTIVE

Unit 7: Learning Objective B

Explain the causes and consequences of World War I.

HISTORICAL DEVELOPMENTS

KC-6.2.IV.B.i

The causes of World War I included imperialist expansion and competition for resources. In addition, territorial and regional conflicts combined with a flawed alliance system and intense nationalism to escalate the tensions into global conflict.

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SUGGESTED SKILL

Claims and Evidence in Sources

3.B

Identify the evidence used in a source to support an argument.

TOPIC 7.3
Conducting World War I

Required Course Content

THEMATIC FOCUS

Technology and Innovation TEC

Human adaptation and innovation have resulted in increased efficiency, comfort, and security, and technological advances have shaped human development and interactions with both intended and unintended consequences.

LEARNING OBJECTIVE

Unit 7: Learning Objective C

Explain how governments used a variety of methods to conduct war.

HISTORICAL DEVELOPMENTS

KC-6.2.IV.A.i

World War I was the first total war. Governments used a variety of strategies, including political propaganda, art, media, and intensified forms of nationalism, to mobilize populations (both in the home countries and the colonies) for the purpose of waging war.

KC-6.1.III.C.i

New military technology led to increased levels of wartime casualties.

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TOPIC 7.4
Economy in the Interwar Period

Required Course Content

THEMATIC FOCUS

Economics Systems ECN

As societies develop, they affect and are affected by the ways that they produce, exchange, and consume goods and services.

LEARNING OBJECTIVE

Unit 7: Learning Objective D

Explain how different governments responded to economic crisis after 1900.

HISTORICAL DEVELOPMENTS

KC-6.3.I.B

Following World War I and the onset of the Great Depression, governments began to take a more active role in economic life.

KC-6.3.I.A.i

In the Soviet Union, the government controlled the national economy through the Five Year Plans, often implementing repressive policies, with negative repercussions for the population.

SUGGESTED SKILL

Sourcing and Situation

2.C

Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.

ILLUSTRATIVE EXAMPLES

Government intervention in the economy:

- The New Deal
- The fascist corporatist economy
- Governments with strong popular support in Brazil and Mexico

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SUGGESTED SKILL

Sourcing and Situation

2.C

Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.

ILLUSTRATIVE EXAMPLES

Territorial gains:

- Transfer of former German colonies to Great Britain and France under the system of League of Nations mandates
- Manchukuo/Greater East Asia Co-Prosperity Sphere

Anti-imperial resistance:

- Indian National Congress
- West African resistance (strikes/congresses) to French rule

TOPIC 7.5
Unresolved Tensions After World War I

Required Course Content

THEMATIC FOCUS

Governance GOV

A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.

LEARNING OBJECTIVE

Unit 7: Learning Objective E

Explain the continuities and changes in territorial holdings from 1900 to the present.

HISTORICAL DEVELOPMENTS

KC-6.2.I.B

Between the two world wars, Western and Japanese imperial states predominantly maintained control over colonial holdings; in some cases, they gained additional territories through conquest or treaty settlement and in other cases faced anti-imperial resistance.

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TOPIC 7.6
Causes of World War II

SUGGESTED SKILL

Sourcing and Situation

2.C

Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.

Required Course Content

THEMATIC FOCUS

Governance GOV

A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.

LEARNING OBJECTIVE

Unit 7: Learning Objective F

Explain the causes and consequences of World War II.

HISTORICAL DEVELOPMENTS

KC-6.2.IV.B.ii

The causes of World War II included the unsustainable peace settlement after World War I, the global economic crisis engendered by the Great Depression, continued imperialist aspirations, and especially the rise to power of fascist and totalitarian regimes that resulted in the aggressive militarism of Nazi Germany under Adolf Hitler.

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SUGGESTED SKILL

Claims and Evidence in Sources

3.D

Explain how claims or evidence support, modify, or refute a source's argument.

ILLUSTRATIVE EXAMPLES

Western democracies mobilizing for war:

- Great Britain under Winston Churchill
- United States under Franklin Roosevelt

Totalitarian states mobilizing for war:

- Germany under Adolf Hitler
- USSR under Joseph Stalin

TOPIC 7.7
Conducting World War II

Required Course Content

THEMATIC FOCUS

Governance GOV

A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.

LEARNING OBJECTIVE

Unit 7: Learning Objective G

Explain similarities and differences in how governments used a variety of methods to conduct war.

HISTORICAL DEVELOPMENTS

KC-6.2.IV.A.ii

World War II was a total war. Governments used a variety of strategies, including political propaganda, art, media, and intensified forms of nationalism, to mobilize populations (both in the home countries and the colonies or former colonies) for the purpose of waging war. Governments used ideologies, including fascism and communism to mobilize all of their state's resources for war and, in the case of totalitarian states, to repress basic freedoms and dominate many aspects of daily life during the course of the conflicts and beyond.

KC-6.1.III.C.ii

New military technology and new tactics, including the atomic bomb, fire-bombing, and the waging of "total war" led to increased levels of wartime casualties.

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TOPIC 7.8
Mass Atrocities After 1900

Required Course Content

THEMATIC FOCUS

Social Interactions and Organization SIO

The process by which societies group their members and the norms that govern the interactions between these groups and between individuals influence political, economic, and cultural institutions and organization.

LEARNING OBJECTIVE

Unit 7: Learning Objective H

Explain the various causes and consequences of mass atrocities in the period from 1900 to the present.

HISTORICAL DEVELOPMENS

KC-6.2.III.C

The rise of extremist groups in power led to the attempted destruction of specific populations, notably the Nazi killing of the Jews in the Holocaust during World War II, and to other atrocities, acts of genocide, or ethnic violence.

SUGGESTED SKILL

Making Connections

5.B

Explain how a historical development or process relates to another historical development or process.

ILLUSTRATIVE EXAMPLES

Genocide, ethnic violence, or attempted destruction of specific populations:

- Armenians in the Ottoman Empire during and after World War I
- Cambodia during the late 1970s
- Tutsi in Rwanda in the 1990s
- Ukraine in the Soviet Union in the 1920s and 1930s

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SUGGESTED SKILL

Argumentation

6.D

Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might:

- Explain nuance of an issue by analyzing multiple variables.
- Explain relevant and insightful connections within and across periods.
- Explain the relative historical significance of a source's credibility and limitations.
- Explain how or why a historical claim or argument is or is not effective.

TOPIC 7.9
Causation in Global Conflict

The final topic in this unit focuses on the skill of argumentation and so provides an opportunity for your students to draw upon the key concepts and historical developments they have studied in this unit. Using evidence relevant to this unit's key concepts, students should practice the suggested skill for this topic.

Required Course Content

LEARNING OBJECTIVE

Unit 7: Learning Objective I

Explain the relative significance of the causes of global conflict in the period 1900 to the present.

REVIEW: UNIT 7 KEY CONCEPTS

KC-6.1

Rapid advances in science and technology altered the understanding of the universe and the natural world and led to advances in communication, transportation, industry, agriculture, and medicine.

KC-6.2

Peoples and states around the world challenged the existing political and social order in varying ways, leading to unprecedented worldwide conflicts.

KC-6.2.I

The West dominated the global political order at the beginning of the 20th century, but both land-based and maritime empires gave way to new states by the century's end.

KC-6.2.I.A

The older, land-based Ottoman, Russian, and Qing empires collapsed due to a combination of internal and external factors. These changes in Russia eventually led to communist revolution.

KC-6.2.II.D

States around the world challenged the existing political and social order, including the Mexican Revolution that arose as a result of political crisis.

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AP WORLD HISTORY

UNIT 8

Cold War and Decolonization

c. 1900 to the present

8–10%
AP EXAM WEIGHTING

~14–17
CLASS PERIODS

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Progress Check 8

Multiple-choice: ~25 questions
Short-answer: 2 questions

- No source
- Primary source

Free-response: 1 question

- Document-based

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UNIT 8

8–10% AP EXAM WEIGHTING | **~14–17** CLASS PERIODS

Cold War and Decolonization

c. 1900 to the present

UNIT AT A GLANCE

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods ~14–17 CLASS PERIODS
GOV	**8.1** Setting the Stage for the Cold War and Decolonization	Continuity and Change	4.B Explain how a specific historical development or process is situated within a broader historical context.	
CDI	**8.2** The Cold War	Causation	2.B Explain the point of view, purpose, historical situation, and/or audience of a source.	
GOV	**8.3** Effects of the Cold War	Comparison	5.B Explain how a historical development or process relates to another historical development or process.	
ECN, SIO	**8.4** Spread of Communism After 1900	Causation	2.C Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.	
GOV	**8.5** Decolonization After 1900	Comparison	5.B Explain how a historical development or process relates to another historical development or process.	
GOV, ECN	**8.6** Newly Independent States	Continuity and Change	3.D Explain how claims or evidence support, modify, or refute a source's argument.	
CDI	**8.7** Global Resistance to Established Power Structures After 1900	Causation	2.B Explain the point of view, purpose, historical situation, and/or audience of a source.	

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UNIT AT A GLANCE *(cont'd)*

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods ~14–17 CLASS PERIODS
GOV	**8.8 End of the Cold War**	Causation	1.B Explain a historical concept, development, or process.	
	8.9 Causation in the Age of the Cold War and Decolonization	Causation	6.D Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might: ▪ Explain nuance of an issue by analyzing multiple variables. ▪ Explain relevant and insightful connections within and across periods. ▪ Explain the relative historical significance of a source's credibility and limitations. ▪ Explain how or why a historical claim or argument is or is not effective.	

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Activity	Topic	Sample Activity
1	8.1	**Quickwrite and Debriefing** Display Paul Plaschke's cartoon of the Yalta Conference (1945). Ask students to write a quick reply to the following prompt: *Predict how this cartoon might provide context for understanding Unit 8.* Ask a few students to share, and debrief by discussing how the events of World War II provide essential context for understanding the Cold War.
2	8.2	**Self/Peer Revision** Provide excerpts from John Foster Dulles's "Dynamic Peace" speech (1957), V. M. Molotov's "The Task of Our Time: Unite Against the Enslavement of the People" (1947), and President Sukarno's speech at the opening of the Bandung Conference (1955). Have students use the documents to respond to the learning objective for this topic with a claim/thesis statement and then practice writing explanations on how or why the document's point of view, purpose, situation, or audience is relevant to that argument. As students work, ask them to seek feedback and suggestions from classmates.
3	8.8	**Create Representation** Have students read and annotate "The Events of 1989–1992" section of "1789–1792 and 1989–1992: Global Interaction of Social Movements" by Patrick Manning (available on **World History Connected**) before class. In small groups, have students discuss the author's argument and then create a political cartoon that summarizes and explains the social movements discussed.
4	8.9	**Guided Discussion** Provide students with the following claim: *The Cold War increased the influence of the United States in the world but ultimately weakened the influence of Russia.* Lead a discussion about how to develop a complex argument that supports a claim like this as well as acknowledges and discusses evidence that contradicts it.

Unit Planning Notes

Use the space below to plan your approach to the unit. Consider how you want to pace your course and methods of instruction and assessment.

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SUGGESTED SKILL

Contextualization

4.B

Explain how a specific historical development or process is situated within a broader historical context.

TOPIC 8.1
Setting the Stage for the Cold War and Decolonization

Required Course Content

THEMATIC FOCUS

Governance GOV

A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.

LEARNING OBJECTIVE

Unit 8: Learning Objective A

Explain the historical context of the Cold War after 1945.

HISTORICAL DEVELOPMENTS

KC-6.2.II

Hopes for greater self-government were largely unfulfilled following World War I; however, in the years following World War II, increasing anti-imperialist sentiment contributed to the dissolution of empires and the restructuring of states.

KC-6.2.IV.C.i

Technological and economic gains experienced during World War II by the victorious nations shifted the global balance of power.

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TOPIC 8.2
The Cold War

Required Course Content

THEMATIC FOCUS

Cultural Developments and Interactions CDI

The development of ideas, beliefs, and religions illustrates how groups in society view themselves, and the interactions of societies and their beliefs often have political, social, and cultural implications.

LEARNING OBJECTIVE

Unit 8: Learning Objective B

Explain the causes and effects of the ideological struggle of the Cold War.

HISTORICAL DEVELOPMENTS

KC-6.2.IV.C.ii

The global balance of economic and political power shifted during and after World War II and rapidly evolved into the Cold War. The democracy of the United States and the authoritarian communist Soviet Union emerged as superpowers, which led to ideological conflict and a power struggle between capitalism and communism across the globe.

KC-6.2.V.B

Groups and individuals, including the Non-Aligned Movement, opposed and promoted alternatives to the existing economic, political, and social orders.

SUGGESTED SKILL

Sourcing and Situation

2.B

Explain the point of view, purpose, historical situation, and/or audience of a source.

ILLUSTRATIVE EXAMPLES

Non-Aligned Movement:

- Sukarno in Indonesia
- Kwame Nkrumah in Ghana

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SUGGESTED SKILL

Making Connections

5.B

Explain how a historical development or process relates to another historical development or process.

ILLUSTRATIVE EXAMPLES

Proxy wars:

- Korean War
- Angolan Civil War
- Sandinista-Contras conflict in Nicaragua

TOPIC 8.3
Effects of the Cold War

Required Course Content

THEMATIC FOCUS

Governance GOV

A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.

LEARNING OBJECTIVE

Unit 8: Learning Objective C

Compare the ways in which the United States and the Soviet Union sought to maintain influence over the course of the Cold War.

HISTORICAL DEVELOPMENTS

KC-6.2.IV.D

The Cold War produced new military alliances, including NATO and the Warsaw Pact, and led to nuclear proliferation and proxy wars between and within postcolonial states in Latin America, Africa, and Asia.

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TOPIC 8.4
Spread of Communism After 1900

Required Course Content

THEMATIC FOCUS
Economics Systems ECN

As societies develop, they affect and are affected by the ways that they produce, exchange, and consume goods and services.

LEARNING OBJECTIVE
Unit 8: Learning Objective D

Explain the causes and consequences of China's adoption of communism.

HISTORICAL DEVELOPMENTS
KC-6.2.I.i

As a result of internal tension and Japanese aggression, Chinese communists seized power. These changes in China eventually led to communist revolution.

KC-6.3.I.A.ii

In communist China, the government controlled the national economy through the Great Leap Forward, often implementing repressive policies, with negative repercussions for the population.

THEMATIC FOCUS
Social Interactions and Organization SIO

The process by which societies group their members and the norms that govern the interactions between these groups and between individuals influence political, economic, and cultural institutions and organization.

LEARNING OBJECTIVE
Unit 8: Learning Objective E

Explain the causes and effects of movements to redistribute economic resources.

HISTORICAL DEVELOPMENTS
KC-6.2.II.D.i

Movements to redistribute land and resources developed within states in Africa, Asia, and Latin America, sometimes advocating communism or socialism.

SUGGESTED SKILL

Sourcing and Situation

2.C

Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.

ILLUSTRATIVE EXAMPLES

Land and resource redistribution:

- Communist Revolution for Vietnamese independence
- Mengistu Haile Mariam in Ethiopia
- Land reform in Kerala and other states within India
- White Revolution in Iran

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SUGGESTED SKILL

Making Connections

5.B

Explain how a historical development or process relates to another historical development or process.

TOPIC 8.5
Decolonization After 1900

ILLUSTRATIVE EXAMPLES

Nationalist leaders and parties:

- Indian National Congress
- Ho Chi Minh in French Indochina (Vietnam)
- Kwame Nkrumah in British Gold Coast (Ghana)
- Gamal Abdel Nasser in Egypt

Negotiated independence:

- India from the British Empire
- The Gold Coast from the British Empire
- French West Africa

Independence through armed struggle:

- Algeria from the French empire
- Angola from the Portuguese empire
- Vietnam from the French empire

Regional, religious, and ethnic movements:

- Muslim League in British India
- Québécois separatist movement in Canada
- Biafra secessionist movement in Nigeria

Required Course Content

THEMATIC FOCUS

Governance GOV

A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.

LEARNING OBJECTIVE

Unit 8: Learning Objective F

Compare the processes by which various peoples pursued independence after 1900.

HISTORICAL DEVELOPMENTS

KC-6.2.II.A

Nationalist leaders and parties in Asia and Africa sought varying degrees of autonomy within or independence from imperial rule.

KC-6.2.I.C

After the end of World War II, some colonies negotiated their independence, while others achieved independence through armed struggle.

KC-6.2.II.B

Regional, religious, and ethnic movements challenged colonial rule and inherited imperial boundaries. Some of these movements advocated for autonomy.

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TOPIC 8.6
Newly Independent States

Required Course Content

THEMATIC FOCUS

Governance GOV

A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.

LEARNING OBJECTIVE

Unit 8: Learning Objective G

Explain how political changes in the period from c. 1900 to the present led to territorial, demographic, and nationalist developments.

HISTORICAL DEVELOPMENTS

KC-6.2.III.A.i

The redrawing of political boundaries after the withdrawal of former colonial authorities led to the creation of new states.

KC-6.2.III.A.ii

The redrawing of political boundaries in some cases led to conflict as well as population displacement and/or resettlements, including those related to the Partition of India and the creation of the state of Israel.

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SUGGESTED SKILL

Claims and Evidence in Sources

3.D

Explain how claims or evidence support, modify, or refute a source's argument.

ILLUSTRATIVE EXAMPLES

States created by redrawing of political boundaries:

- Israel
- Cambodia
- Pakistan

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ILLUSTRATIVE EXAMPLES *(CONT'D)*

Governments guiding economic life:

- Gamal Abdel Nasser's promotion of economic development in Egypt
- Indira Gandhi's economic policies in India
- Julius Nyerere's modernization in Tanzania
- Sirimavo Bandaranaike's economic policies in Sri Lanka

Migrations:

- South Asians to Britain
- Algerians to France
- Filipinos to the United States

THEMATIC FOCUS

Economics Systems ECN

As societies develop, they affect and are affected by the ways that they produce, exchange, and consume goods and services.

LEARNING OBJECTIVE

Unit 8: Learning Objective H

Explain the economic changes and continuities resulting from the process of decolonization.

HISTORICAL DEVELOPMENTS

KC-6.3.I.C

In newly independent states after World War II, governments often took on a strong role in guiding economic life to promote development.

KC-6.2.III.B

The migration of former colonial subjects to imperial metropoles (the former colonizing country), usually in the major cities, maintained cultural and economic ties between the colony and the metropole even after the dissolution of empires.

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TOPIC 8.7
Global Resistance to Established Power Structures After 1900

Required Course Content

THEMATIC FOCUS

Cultural Developments and Interactions CDI

The development of ideas, beliefs, and religions illustrates how groups in society view themselves, and the interactions of societies and their beliefs often have political, social, and cultural implications.

LEARNING OBJECTIVE

Unit 8: Learning Objective I

Explain various reactions to existing power structures in the period after 1900.

HISTORICAL DEVELOPMENTS

KC-6.2.V

Although conflict dominated much of the 20th century, many individuals and groups—including states—opposed this trend. Some individuals and groups, however, intensified the conflicts.

KC-6.2.V.A

Groups and individuals challenged the many wars of the century, and some, such as Mohandas Gandhi, Martin Luther King Jr., and Nelson Mandela, promoted the practice of nonviolence as a way to bring about political change.

KC-6.2.V.C

Militaries and militarized states often responded to the proliferation of conflicts in ways that further intensified conflict.

KC-6.2.V.D

Some movements used violence against civilians in an effort to achieve political aims.

SUGGESTED SKILL

Sourcing and Situation

2.B

Explain the point of view, purpose, historical situation, and/or audience of a source.

ILLUSTRATIVE EXAMPLES

Responses that intensified conflict:

- Chile under Augusto Pinochet
- Spain under Francisco Franco
- Uganda under Idi Amin
- The buildup of the military–industrial complex and weapons trading

Movements that used violence:

- Shining Path
- Al-Qaeda

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SUGGESTED SKILL

Developments and Processes

1.B

Explain a historical concept, development, or process.

TOPIC 8.8
End of the Cold War

Required Course Content

THEMATIC FOCUS

Governance GOV

A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.

LEARNING OBJECTIVE

Unit 8: Learning Objective J

Explain the causes of the end of the Cold War.

HISTORICAL DEVELOPMENTS

KC-6.2.IV.E

Advances in U.S. military and technological development, the Soviet Union's costly and ultimately failed invasion of Afghanistan, and public discontent and economic weakness in communist countries led to the end of the Cold War and the collapse of the Soviet Union.

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TOPIC 8.9
Causation in the Age of the Cold War and Decolonization

The final topic in this unit focuses on the skill of argumentation and so provides an opportunity for your students to draw upon the key concepts and historical developments they have studied in this unit. Using evidence relevant to this unit's key concepts, students should practice the suggested skill for this topic.

Required Course Content

LEARNING OBJECTIVE

Unit 8: Learning Objective K

Explain the extent to which the effects of the Cold War were similar in the Eastern and Western Hemispheres.

REVIEW: UNIT 8 KEY CONCEPTS

KC-6.2

Peoples and states around the world challenged the existing political and social order in varying ways, leading to unprecedented worldwide conflicts.

KC-6.2.II

Hopes for greater self-government were largely unfulfilled following the World War I; however, in the years following the World War II, increasing anti-imperialist sentiment contributed to the dissolution of empires and the restructuring of states.

KC-6.2.IV.C

The Cold War conflict extended beyond its basic ideological origins to have profound effects on economic, political, social, and cultural aspects of global events.

KC-6.3

The role of the state in the domestic economy varied, and new institutions of global association emerged and continued to develop throughout the century.

KC-6.3.I

States responded in a variety of ways to the economic challenges of the 20th century.

SUGGESTED SKILL

Argumentation

6.D

Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might:

- Explain nuance of an issue by analyzing multiple variables.
- Explain relevant and insightful connections within and across periods.
- Explain the relative historical significance of a source's credibility and limitations.
- Explain how or why a historical claim or argument is or is not effective.

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AP WORLD HISTORY

UNIT 9

Globalization

c. 1900 to the present

8–10%
AP EXAM WEIGHTING

~8–11
CLASS PERIODS

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Remember to go to **AP Classroom** to assign students the online **Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

Progress Check 9

Multiple-choice: ~25 questions
Short-answer: 2 questions

- Secondary source
- No source

Free-response: 1 question

- Long essay

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UNIT 9

8–10% AP EXAM WEIGHTING | **~8–11** CLASS PERIODS

Globalization

c. 1900 to the present

UNIT AT A GLANCE

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods ~8–11 CLASS PERIODS
TEC	**9.1 Advances in Technology and Exchange After 1900**	Continuity and Change	5.A Identify patterns among or connections between historical developments and processes.	
ENV	**9.2 Technological Advances and Limitations After 1900: Disease**	Continuity and Change	5.B Explain how a historical development or process relates to another historical development or process.	
	9.3 Technological Advances: Debates About the Environment After 1900	Causation	4.B Explain how a specific historical development or process is situated within a broader historical context.	
ECN	**9.4 Economics in the Global Age**	Continuity and Change	2.C Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.	
SIO	**9.5 Calls for Reform and Responses After 1900**	Continuity and Change	4.B Explain how a specific historical development or process is situated within a broader historical context.	
CDI	**9.6 Globalized Culture After 1900**	Continuity and Change	4.B Explain how a specific historical development or process is situated within a broader historical context.	
	9.7 Resistance to Globalization After 1900	Causation	2.C Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.	

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UNIT AT A GLANCE *(cont'd)*

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods ~8–11 CLASS PERIODS
GOV	**9.8 Institutions Developing in a Globalized World**	Causation	3.C Compare the arguments or main ideas of two sources.	
	9.9 Continuity and Change in a Globalized World	Continuity and Change	6.D Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might: ▪ Explain nuance of an issue by analyzing multiple variables. ▪ Explain relevant and insightful connections within and across periods. ▪ Explain the relative historical significance of a source's credibility and limitations. ▪ Explain how or why a historical claim or argument is or is not effective.	
	Go to **AP Classroom** to assign the **Progress Check** for Unit 9. Review the results in class to identify and address any student misunderstandings.			

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SAMPLE INSTRUCTIONAL ACTIVITIES

The sample activities on this page are optional and are offered to provide possible ways to incorporate instructional approaches into the classroom. Teachers do not need to use these activities and are free to alter or edit them. The examples below were developed in partnership with teachers from the AP community to share ways that they approach teaching some of the topics in this unit. Please refer to the Instructional Approaches section beginning on p. 171 for more examples of activities and strategies.

Activity	Topic	Sample Activity
1	9.2	**Making Connections** Display photographs from the 1918 influenza pandemic. Ask students to think about the technological, geopolitical, and environmental continuities and changes they studied in previous units. Have students create a list of continuities and changes that help us understand the developments depicted in the photo. Next, have students work with a partner to create a concept web that explains the connections between the 1918 influenza pandemic and at least two other major changes or continuities in the early part of the 20th century.
2	9.4	**Critique Reasoning** Give students the "Pinochet's Achievements" section of Margaret Thatcher's speech on Pinochet at the Conservative Party Conference (1999). Ask students to fact-check Thatcher by conducting research on each of the claims she makes about Pinochet in the document. Have students rate the accuracy of Thatcher's speech and write a brief report justifying their rating.
3	9.9	**Self/Peer Revision** Organize students into small groups. Display the learning objective for Topic 9.9. Ask students to write a claim supported by a paragraph with specific historical evidence that argues for a change but qualifies the argument by acknowledging continuity. To help students get started, provide a sentence frame for the topic sentence such as the following: Science and technology led to profound changes like _____ ; however, this change did have limits, for example _____ remained constant. When students finish, have them share their paragraphs and discuss the strengths and areas for improvement.

Unit Planning Notes

Use the space below to plan your approach to the unit. Consider how you want to pace your course and methods of instruction and assessment.

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SUGGESTED SKILL

Making Connections

5.A

Identify patterns among or connections between historical developments and processes.

TOPIC 9.1
Advances in Technology and Exchange After 1900

Required Course Content

THEMATIC FOCUS

Technology and Innovation TEC

Human adaptation and innovation have resulted in increased efficiency, comfort, and security, and technological advances have shaped human development and interactions with both intended and unintended consequences.

LEARNING OBJECTIVE

Unit 9: Learning Objective A

Explain how the development of new technologies changed the world from 1900 to present.

HISTORICAL DEVELOPMENTS

KC-6.1.I.A

New modes of communication—including radio communication, cellular communication, and the internet—as well as transportation, including air travel and shipping containers, reduced the problem of geographic distance.

KC-6.1.I.D

Energy technologies, including the use of petroleum and nuclear power, raised productivity and increased the production of material goods.

KC-6.1.III.B

More effective forms of birth control gave women greater control over fertility, transformed reproductive practices, and contributed to declining rates of fertility in much of the world.

KC-6.1.I.B

The Green Revolution and commercial agriculture increased productivity and sustained the earth's growing population as it spread chemically and genetically modified forms of agriculture.

KC-6.1.I.C

Medical innovations, including vaccines and antibiotics, increased the ability of humans to survive and live longer lives.

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TOPIC 9.2
Technological Advances and Limitations After 1900: Disease

Required Course Content

THEMATIC FOCUS

Humans and the Environments ENV

The environment shapes human societies, and as populations grow and change, these populations in turn shape their environments.

LEARNING OBJECTIVE

Unit 9: Learning Objective B

Explain how environmental factors affected human populations over time.

HISTORICAL DEVELOPMENTS

KC-6.1.III

Diseases, as well as medical and scientific developments, had significant effects on populations around the world.

KC-6.1.III.A

Diseases associated with poverty persisted while other diseases emerged as new epidemics and threats to human populations, in some cases leading to social disruption. These outbreaks spurred technological and medical advances. Some diseases occurred at higher incidence merely because of increased longevity.

SUGGESTED SKILL

Making Connections

5.B

Explain how a historical development or process relates to another historical development or process.

ILLUSTRATIVE EXAMPLES

Diseases associated with poverty:

- Malaria
- Tuberculosis
- Cholera

Emergent epidemic diseases:

- 1918 influenza pandemic
- Ebola
- HIV/AIDS

Diseases associated with increased longevity:

- Heart disease
- Alzheimer's disease

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SUGGESTED SKILL

Contextualization

4.B

Explain how a specific historical development or process is situated within a broader historical context.

TOPIC 9.3
Technological Advances: Debates About the Environment After 1900

Required Course Content

THEMATIC FOCUS

Humans and the Environments ENV

The environment shapes human societies, and as populations grow and change, these populations in turn shape their environments.

LEARNING OBJECTIVE

Unit 9: Learning Objective C

Explain the causes and effects of environmental changes in the period from 1900 to present.

HISTORICAL DEVELOPMENTS

KC-6.1.II.A

As human activity contributed to deforestation, desertification, a decline in air quality, and increased consumption of the world's supply of fresh water, humans competed over these and other resources more intensely than ever before.

KC-6.1.II.B

The release of greenhouse gases and pollutants into the atmosphere contributed to debates about the nature and causes of climate change.

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TOPIC 9.4
Economics in the Global Age

Required Course Content

THEMATIC FOCUS

Economics Systems ECN

As societies develop, they affect and are affected by the ways that they produce, exchange, and consume goods and services.

LEARNING OBJECTIVE

Unit 9: Learning Objective D

Explain the continuities and changes in the global economy from 1900 to present.

HISTORICAL DEVELOPMENTS

KC-6.3.I.D

In a trend accelerated by the end of the Cold War, many governments encouraged free-market economic policies and promoted economic liberalization in the late 20th century.

KC-6.3.I.E

In the late 20th century, revolutions in information and communications technology led to the growth of knowledge economies in some regions, while industrial production and manufacturing were increasingly situated in Asia and Latin America.

KC-6.3.II.B

Changing economic institutions, multinational corporations, and regional trade agreements reflected the spread of principles and practices associated with free-market economics throughout the world.

SUGGESTED SKILL

Sourcing and Situation

2.C

Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.

ILLUSTRATIVE EXAMPLES

Governments' increased encouragement of free-market policies:

- The United States under Ronald Reagan
- Britain under Margaret Thatcher
- China under Deng Xiaoping
- Chile under Augusto Pinochet

Knowledge economies:

- Finland
- Japan
- U.S.

Asian production and manufacturing economies:

- Vietnam
- Bangladesh

Latin American production and manufacturing economies:

- Mexico
- Honduras

Economic institutions and regional trade agreements:

- World Trade Organization (WTO)
- North American Free Trade Agreement (NAFTA)
- Association of Southeast Asian Nations (ASEAN)

Multinational corporations:

- Nestlé
- Nissan
- Mahindra and Mahindra

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SUGGESTED SKILL

Contextualization

4.B

Explain how a specific historical development or process is situated within a broader historical context.

ILLUSTRATIVE EXAMPLES

Challenges to assumptions about race, class, gender, and religion:

- The U.N. Universal Declaration of Human Rights, especially as it sought to protect the rights of children, women, and refugees
- Global feminism movements
- Negritude movement
- Liberation theology in Latin America

Increased access to education and political and professional roles:

- The right to vote and/or to hold public office granted to women in the United States (1920), Brazil (1932), Turkey (1934), Japan (1945), India (1947), and Morocco (1963)
- The rising rate of female literacy and the increasing numbers of women in higher education, in most parts of the world
- The U.S. Civil Rights Act of 1965
- The end of apartheid
- Caste reservation in India

Environmental movements:

- Greenpeace
- Professor Wangari Maathai's Green Belt Movement in Kenya

Economic movements:

- World Fair Trade Organization

TOPIC 9.5
Calls for Reform and Responses After 1900

Required Course Content

THEMATIC FOCUS

Social Interactions and Organization SIO

The process by which societies group their members and the norms that govern the interactions between these groups and between individuals influence political, economic, and cultural institutions and organization.

LEARNING OBJECTIVE

Unit 9: Learning Objective E

Explain how social categories, roles, and practices have been maintained and challenged over time.

HISTORICAL DEVELOPMENTS

KC-6.3.III.i

Rights-based discourses challenged old assumptions about race, class, gender, and religion.

KC-6.3.III.ii

In much of the world, access to education as well as participation in new political and professional roles became more inclusive in terms of race, class, gender, and religion.

KC-6.3.II.C

Movements throughout the world protested the inequality of the environmental and economic consequences of global integration.

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TOPIC 9.6
Globalized Culture After 1900

Required Course Content

THEMATIC FOCUS

Cultural Developments and Interactions CDI

The development of ideas, beliefs, and religions illustrates how groups in society view themselves, and the interactions of societies and their beliefs often have political, social, and cultural implications.

LEARNING OBJECTIVE

Unit 9: Learning Objective F

Explain how and why globalization changed culture over time.

HISTORICAL DEVELOPMENTS

KC-6.3.IV.i

Political and social changes of the 20th century led to changes in the arts and in the second half of the century, popular and consumer culture became more global.

KC-6.3.IV.ii

Arts, entertainment, and popular culture increasingly reflected the influence of a globalized society.

KC-6.3.IV.iii

Consumer culture became globalized and transcended national borders.

SUGGESTED SKILL

Contextualization

4.B

Explain how a specific historical development or process is situated within a broader historical context.

ILLUSTRATIVE EXAMPLES

Global culture:

- Music: Reggae
- Movies: Bollywood
- Social media: Facebook, Twitter
- Television: BBC
- Sports: World Cup soccer, the Olympics

Global consumerism:

- Online commerce: Alibaba, eBay
- Global brands: Toyota, Coca-Cola

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SUGGESTED SKILL

Sourcing and Situation

2.C

Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.

ILLUSTRATIVE EXAMPLES

Responses to economic globalization:

- Anti-IMF and anti-World Bank activism
- Advent of locally developed social media (Weibo in China)

TOPIC 9.7
Resistance to Globalization After 1900

Required Course Content

THEMATIC FOCUS

Cultural Developments and Interactions CDI

The development of ideas, beliefs, and religions illustrates how groups in society view themselves, and the interactions of societies and their beliefs often have political, social, and cultural implications.

LEARNING OBJECTIVE

Unit 9: Learning Objective G

Explain the various responses to increasing globalization from 1900 to present.

HISTORICAL DEVELOPMENTS

KC-6.3.IV.iv

Responses to rising cultural and economic globalization took a variety of forms.

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TOPIC 9.8
Institutions Developing in a Globalized World

Required Course Content

THEMATIC FOCUS

Governance GOV

A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.

LEARNING OBJECTIVE

Unit 9: Learning Objective H

Explain how and why globalization changed international interactions among states.

HISTORICAL DEVELOPMENTS

KC-6.3.II.A

New international organizations, including the United Nations, formed with the stated goal of maintaining world peace and facilitating international cooperation.

SUGGESTED SKILL

Claims and Evidence in Sources

3.C

Compare the arguments or main ideas of two sources.

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SUGGESTED SKILL

Argumentation

6.D

Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might:

- Explain nuance of an issue by analyzing multiple variables.
- Explain relevant and insightful connections within and across periods.
- Explain the relative historical significance of a source's credibility and limitations.
- Explain how or why a historical claim or argument is or is not effective.

TOPIC 9.9
Continuity and Change in a Globalized World

The final topic in this unit focuses on the skill of argumentation and so provides an opportunity for your students to draw upon the key concepts and historical developments they have studied in this unit. Using evidence relevant to this unit's key concepts, students should practice the suggested skill for this topic.

Required Course Content

LEARNING OBJECTIVE

Unit 9: Learning Objective I

Explain the extent to which science and technology brought change in the period from 1900 to the present.

REVIEW: UNIT 9 KEY CONCEPTS

KC-6.1

Rapid advances in science and technology altered the understanding of the universe and the natural world and led to advances in communication, transportation, industry, agriculture, and medicine.

KC-6.1.I.A

New modes of communication—including radio communication, cellular communication, and the internet—as well as transportation, including air travel and shipping containers, reduced the problem of geographic distance.

KC-6.1.I.D

Energy technologies, including the use of petroleum and nuclear power, raised productivity and increased the production of material goods.

KC-6.1.III.B

More effective forms of birth control gave women greater control over fertility, transformed reproductive practices, and contributed to declining rates of fertility in much of the world.

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LEARNING OBJECTIVE

Unit 9: Learning Objective I

Explain the extent to which science and technology brought change in the period from 1900 to the present.

REVIEW: UNIT 9 KEY CONCEPTS

KC-6.1.I.B

The Green Revolution and commercial agriculture increased productivity and sustained the earth's growing population as it spread chemically and genetically modified forms of agriculture.

KC-6.1.I.C

Medical innovations, including vaccines and antibiotics, increased the ability of humans to survive and live longer lives.

KC-6.3.I

States responded in a variety of ways to the economic challenges of the 20th century.

KC-6.3.III.i

Rights-based discourses challenged old assumptions about race, class, gender, and religion.

KC-6.3.III.ii

In much of the world, access to education as well as participation in new political and professional roles became more inclusive in terms of race, class, gender, and religion.

KC-6.3.IV.i

Political and social changes of the 20th century led to changes in the arts and in the second half of the century, popular and consumer culture became more global.

KC-6.3.IV.ii

Arts, entertainment, and popular culture increasingly reflected the influence of a globalized society.

KC-6.3.IV.iii

Consumer culture became globalized and transcended national borders.

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AP WORLD HISTORY

Instructional Approaches



Selecting and Using Course Materials

Using a wide array of historical source material helps students become proficient with the practices and skills and develop a conceptual understanding of world history. In addition to using a textbook that will provide required course content, students should have regular opportunities to examine primary source material in different and varied forms as well as other types of historical scholarship. Rich, diverse source material provides more flexibility in designing learning activities that develop the habits of historical thinking that are essential for student success in the course.

Textbooks

The AP World History: Modern course requires the use of a college-level textbook that includes discussion of historical developments and processes from c. 1200 into the 21st century in a way that encourages conceptual understanding.

While nearly all college-level world history textbooks address the six themes of the AP World History: Modern course, they often do not do so in a balanced fashion. As such, it is important to identify other types of secondary sources and supplement the textbook accordingly to ensure that each of the six thematic approaches receives adequate attention. Many college-level world history textbooks organize content by civilization or region within a specified periodization. These periodization models vary across textbooks and may be different than the AP World History: Modern course periodization. Teachers can use curricular materials and strategies that ensure that students can make connections across civilizations, regions, and time periods.

While College Board provides an **example textbook list** that teachers may consult to help determine whether a text is considered appropriate in meeting the AP World History: Modern Course Audit curricular requirement, teachers select textbooks locally. Additionally, the AP World History Teacher Community on AP Central provides reviews of recently published texts to help teachers determine their appropriateness for the AP course.

Primary Sources

Students will find it useful to analyze primary source material regularly to deepen their understanding of the learning objectives and develop the required processes and skills. While publishers are increasingly including primary source material within the textbook, students should be introduced to a wide variety of source material so that they can analyze evidence from the past from diverse sources. These sources should include written documents as well as images, such as photographs, cartoons, and works of art. Teachers may use the ancillary materials and website sources that accompany most of the recently published textbooks to find high-quality primary source documents, artwork, charts, and other sources of data that are linked to the topics and themes addressed in the textbook. If a textbook does not provide ample primary sources, or the sources are too brief, teachers can supplement the course with primary source anthologies that provide lengthier selections or online compilations of primary sources related to particular topic areas.

Secondary Sources

Student success in the course also depends on exposure to and analysis of multiple secondary sources. These include noncontemporary accounts of the past written by historians or scholars of other related disciplines, such as economists, sociologists, political commentators, or art historians as well as data sets, charts, and maps. Secondary sources of all types can provide a broader and more substantive perspective on topics addressed by the textbook. Additionally, secondary sources can be helpful in supplementing textbooks with older publication dates. It is especially important that students practice analyzing and comparing historians' interpretations of events; they should have opportunities to compare a primary source with a secondary source or to compare the views represented by two different secondary sources. This need can often be met by source collections that provide both primary and secondary source material or through ancillary resource materials offered by textbook publishers. When finding resources to use

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with students, consider a variety of sources that vary in complexity, building toward publications by practicing historians, university presses, or scholarly journals.

A school library media specialist can help identify databases that contain a variety of useful source material, both primary and secondary. Many schools already subscribe to databases such as ABC-CLIO, JSTOR, EBSCO, or Gale that may augment the materials found in texts or source collections. **World History Connected** is an important e-journal that is dedicated to teaching and learning in world history. Current as well as all past issues are free and available online. Library media specialists can assist in developing LibGuides specific to individual courses that give students easy access to source material teachers identify to be used at home or in the classroom.

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Instructional Strategies

The AP World History: Modern course framework outlines the concepts and skills students should master to be successful on the AP Exam. To address those concepts and skills effectively, it helps to incorporate a variety of instructional approaches into daily lessons and activities. The following table presents strategies that can help students master the historical thinking skills and reasoning process and apply their understanding of course concepts.

Strategy	Definition	Purpose	Example
Close Reading	Students read, reread, and analyze small chunks of text word for word, sentence by sentence, and line by line.	Develops comprehensive understanding of a text.	When students are reading primary documents, have them highlight relevant words and passages that support the author's claim.
Create Representations	Students create tables, graphs, or other infographics to interpret text or data.	Helps students organize information using multiple ways to present data.	Give students a set of data, such as the migration rates by place of origin and destination, and have them create a graph that best shows the data and the trends.
Critique Reasoning	Through collaborative discussion, students critique the arguments of others, questioning the author's perspective, evidence presented, and reasoning behind the argument.	Helps students learn from others as they make connections between concepts and learn to support their arguments with evidence and reasoning that make sense to peers.	Have students critique Simón Bolívar's arguments for independence in his "Letter from Jamaica." Have them examine Bolívar's perspective and the evidence and reasoning he uses to support this position.
Debate	Students present an informal or formal argument that defends a claim with reasons, while others defend different claims about the same topic or issue. The goal is to debate ideas without attacking the people who defend those ideas.	Gives students an opportunity to collect and orally present evidence supporting the affirmative and negative arguments of a proposition or issue.	Have students debate whether the Mongol conquest stifled or stimulated economic growth in Asia, using evidence and reasoning to support their claims.
Debriefing	Students participate in a facilitated discussion that leads to consensus understanding or helps students identify the key conclusions or takeaways.	Helps students solidify and deepen understanding of content.	For complex issues, such as changes in social class structures, lead students in a debrief to ensure their understanding.

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Strategy	Definition	Purpose	Example
Discussion Groups	Students engage in an interactive, small-group discussion, often with an assigned role (e.g., questioner, summarizer, facilitator, evidence keeper), to consider a topic, text, question.	Helps students gain new understanding of or insight into a text or issue by listening to multiple perspectives.	Use the learning objectives, such as *Explain how and why globalization changed culture over time,* with the view to help students gain new understanding by hearing the views of their classmates.
Fishbowl	Some students form an inner circle and model appropriate discussion techniques, while an outer circle of students listens, responds, and evaluates.	Provides students with an opportunity to engage in a formal discussion and to experience roles both as participant and active listener; students also have the responsibility of supporting their opinions and responses using specific textual evidence.	Have students discuss the arguments presented in Latin American revolutionary-era documents and how they responded to European actions and policies leading up to the Latin American revolutions.
Graphic Organizer	Students use a visual representation for the organization of information.	Provides students a visual system for organizing multiple ideas, details, and/or textual support to be included in a piece of writing.	Ask students to use a graphic organizer to compare political, economic, religious, social, intellectual, and technological ideas. Make sure students use any organizer thoughtfully and do not simply "fill in the blanks."
Guided Discussion	A guided discussion is an umbrella strategy that allows for the use of different techniques as you guide students through the lesson.	Helps students see the big picture and builds their confidence when dealing with difficult content and/or new skills.	Use brainstorming and quickwrite as strategies during a guided discussion to help students understand the motivations and patterns of colonization in America by European countries.
Jigsaw	Each student in a group actively reads a different text or different passage from a single text, taking on the role of "expert" on what was read. Students share the information from that reading with students from other groups and then return to their original groups to share their new knowledge.	Helps students summarize and present information to others in a way that facilitates an understanding of a text (or multiple texts) or issue without having each student read the text in its entirety; by teaching others, they become experts.	Use this strategy to facilitate understanding of the various methods and motivations for 19th-century imperialism by having students read and analyze primary and secondary sources related to topics like industrialization and the demand for raw materials, missionary work, and social Darwinism.
Look for a Pattern	Students evaluate data or create visual representations to find a trend.	Helps students identify patterns that may be used to draw conclusions.	Using a complex graph (with at least two data sets), have students compare data related to the relationship between urbanization and capitalism to find a trend and draw a conclusion.

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Strategy	Definition	Purpose	Example
Making Connections	Students are given a concept, term, event, or document and asked to write what they know about it. Then, students are paired and asked to determine, describe, and then explain the connection between the two concepts.	Reinforces the fact that historical concepts are often connected and provides the opportunity for students to make and explain connections between and among these concepts.	Write concepts related to one of the course themes on cards, place them into a box, and have students pick a concept at random. Give students a few minutes to gather and recall information about the term and then pair students and ask them to find the connection between their concepts. Finally, ask the pairs to write a brief explanation of how the concepts are related.
Match Claims and Evidence	Students are given sample claims (most of which can be improved upon) to evaluate and revise. Then students match their revised claims with pieces of evidence that can be used to support the claims. Once matched, students write a statement explaining how and why the evidence supports the claim.	Provides opportunities for students to edit existing claims and match those claims with existing evidence in preparation for writing their own argumentative essays.	After studying the major trading networks in Unit 2, have students practice argumentation by asking small groups of students to write claims and supporting evidence statements in response to the following learning objective: *Explain the similarities and differences among the various networks of exchange in the period from c. 1200 to c. 1450*. Have groups trade claims and evidence and revise or modify the claims (if necessary), match the claims and evidence, and write statements explaining why the evidence supports the claim.
Questioning the Text	Students develop literal, interpretive, and universal questions about a text before and during reading it. Students should then respond to the questions during and after reading.	Allows students to engage more actively with texts, read with greater purpose and focus, and ultimately answer questions to gain greater insight into the text.	Assign students to read and analyze the writings of Ibn Battuta and write down any clarification and discussion questions that come to mind while reading the text. Form groups around similar questions and ask students to research answers from a source, such as the textbook, working with peers to answer any remaining questions. Have groups present their findings and lead a discussion about how Ibn Battuta's point of view shaped his impressions of the places he visited.

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Strategy	Definition	Purpose	Example
Quickwrite	Students write for a short, specific amount of time about a designated topic.	Helps students generate ideas in a short time.	As preparation for the free-response questions, use a learning objective, such as *Explain the similarities and differences among the various networks of exchange in the period from c. 1200 to c. 1450*, to do a quickwrite where students write a claim and explain evidence that supports their claim for the assigned learning objective.
Self/Peer Revision	Students work alone or with a partner to examine a piece of writing for accuracy and clarity.	Provides students with an opportunity for editing a written text to ensure correctness of identified components.	Have students perform self- and peer revisions of their practice document-based and long essay questions so that they have the opportunity to review and revise their practice claims, supporting evidence, sourcing, and analysis and reasoning.
Shared Inquiry	Students actively read a provocative text, asking interpretive questions (questions for which there are no predetermined right answers) before and during reading. After reading the text, students engage with their peers to make meaning from the text, offer different answers to the questions, and debate one another, supporting their positions with specific evidence from the text.	Allows a teacher to lead a deep discussion about a text and encourage diverse ideas to emerge as students think deeply and share interpretations.	Provide a selection of primary sources from individuals involved in African and Asian independence movements. In groups, ask students to formulate responses to this learning objective: *Compare the processes by which various peoples pursued independence after 1900*, and present their ideas to the class. Then lead a whole-group discussion comparing these movements to the earlier movements in the Americas.

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Strategy	Definition	Purpose	Example
Socratic Seminar	Students engage in a focused discussion tied to a topic, essential question, or selected text in which they ask questions of one another. The questions initiate a conversation that continues with a series of responses and additional questions.	Helps students arrive at a new understanding by asking questions that clarify; challenging assumptions; probing perspective and point of view; questioning facts, reasons, and evidence; or examining implications and outcomes.	Have students read an extended excerpt from Jean-Jacques Rousseau's *The Social Contract.* Place students in groups of six to eight and have them discuss the following questions: ▪ According to Rousseau, what is the social contract? ▪ What role should government play in the lives of people? ▪ What is the general will? ▪ How should individuals participate in government? ▪ Why were Rousseau's ideas revolutionary?
Think-Pair-Share	Students think through a question or issue alone, pair with a partner to share ideas, and then share results with the class.	Enables the development of initial ideas that are then tested with a partner in preparation for revising ideas and sharing them with a larger group.	To prepare for a long essay about the causes of military conflict in the 20th century, use think-pair-share as a prewriting activity in response to the following learning objective: *Explain the relative significance of the causes of global conflict in the period 1900 to the present.*

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Developing Historical Thinking Skills

Throughout the AP World History: Modern course, students will develop skills that are fundamental to the discipline of history. Since these historical thinking skills represent the complex skills that adept historians demonstrate, students will benefit from multiple opportunities to develop these skills in a scaffolded manner.

The historical thinking skills and reasoning processes used in the course framework equip students to begin to understand and create historical knowledge in a process similar to that followed by historians. This process begins with a close analysis of historical sources and reaches its conclusion when evidence, drawn from historical sources, is used effectively to support an argument about the past.

The tables on the pages that follow look at each of the skills and provide examples of tasks or questions for each skill, along with instructional notes and strategies for implementing that skill into the course.

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Historical Thinking Skill 1: Identify and explain historical developments and processes

Historical knowledge is gained from a variety of formats: knowledge transfer from the teacher, reading textbooks, analyzing primary and secondary sources, and from other media. In order to perform historical analysis and argumentation, students should establish a depth of knowledge about historical events, processes, and people and their actions. This skill allows students to gain that empirical knowledge that they can then apply using more sophisticated skills.

Skill	Tasks/Questions	Sample Activity	Instructional Strategies
1.A: *Identify a historical concept, development, or process.*	▪ Identify the characteristics and traits of a concept, development, or process. ▪ What does the historical evidence tell you about a concept, development, or process?	Ask students to read the speeches by Mao Zedong and use a table to identify his policies related to the national economy.	▪ Graphic Organizer
1.B: *Explain a historical concept, development, or process.*	▪ Begin to think about causation and patterns of continuity and change over time. ▪ Using specific historical evidence, explain how and why a historical concept, development, or process emerged.	Ask students to read excepts from speeches by Jiang Qing and explain through writing how the Cultural Revolution emerged in China.	▪ Quickwrite

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Historical Thinking Skill 2: Analyze sourcing and situation of primary and secondary sources

Historians use primary sources and the arguments of other historians (secondary sources) as the foundation for creating an understanding about historical events—in short, a historical argument. Sources need to be closely evaluated so that they can be used properly to support, refute, or even modify an argument. By using these skills, students will build an understanding of source analysis that they can later use in developing their own historical arguments. Good analysis requires a critical evaluation of the source's limitations.

Skill	Tasks/Questions	Sample Activity	Instructional Strategies
2.A: *Identify a source's point of view, purpose, historical situation, and/or audience.*	▪ Identify the author. ▪ Identify their perspective. ▪ Identify their purpose. ▪ Identify the intended audience. ▪ Place the source within its historical situation.	Lead students on a guided reading of an excerpt from Simón Bolívar's "Letter from Jamaica." Ask them to identify the author and his perspective (point of view). Then ask students to identify the historical situation during the time it was written.	▪ Critique Reasoning
2.B: *Explain the point of view, purpose, historical situation, and/or audience of a source.*	Explain the many different variables that impact a source's: ▪ Content ▪ Tone ▪ Interpretation ▪ Audience ▪ Purpose	Ask students to examine and discuss the factors that led Simón Bolívar to respond to colonial control in the way he did.	▪ Socratic Seminar ▪ Questioning a Text
2.C: *Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of the source.*	▪ Why does the source's point of view, purpose, historical situation, and audience matter? ▪ How could a historian use this source to develop an argument? ▪ What does the source not tell you? ▪ How does the point of view, purpose, historical situation and/or audience of a source affect its value to historians?	Ask students to assess the impact of Simón Bolívar's point of view on the tone and content of the "Letter from Jamaica" and explain how his point of view might cause the letter to present an incomplete picture of the historical developments of the time.	▪ Discussion Groups

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Historical Thinking Skill 3: Analyze arguments in primary and secondary sources

Because historians rely on primary and secondary sources to serve as evidence to support their claims, they need to closely analyze these sources. This analysis includes investigating what the source does and does not communicate, determining the argument established by a source, and identifying the evidence the author uses to support that argument.

Skill	Tasks/Questions	Sample Activity	Instructional Strategies
3.A: *Identify and describe a claim and/or argument in a text-based or non-text-based source.*	▪ What is the author trying to prove in the source?	Ask students to identify Adam Smith's argument in an excerpt from the *Wealth of Nations*.	▪ Close Reading
3.B: *Identify the evidence used in a source to support an argument.*	▪ What is the source's argument? ▪ What specific examples does the author use to support the argument?	Ask students to identify the justifications for revolution that Karl Marx presents in *The Communist Manifesto*.	▪ Think-Pair-Share
3.C: *Compare the arguments or main ideas of two sources.*	▪ Identify the argument or main idea in each source. ▪ What are the similarities between the arguments or main ideas in each source? ▪ What are the differences between the arguments or main ideas in each source?	Have students compare newspaper editorials from a supporter of fair trade and a supporter for free trade to identify and discuss similarities and differences in their arguments.	▪ Fishbowl
3.D: *Explain how claims or evidence support, modify, or refute a source's argument.*	▪ Explain the source's claim. ▪ Explain the evidence presented in the source. ▪ Explain how the outside evidence supports the claims in the source. ▪ Explain how the outside evidence contradicts the source's claim.	Ask students to explain the arguments made in the Declaration of Independence. What outside evidence supports and refutes the claims made?	▪ Critique Reasoning

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Historical Thinking Skill 4: Analyze the context of historical events, developments, or processes

Historical events, developments, and processes do not happen in a vacuum. They cannot be understood without proper examination within the relevant context. While students are often taught to focus on comparison, causality, and patterns of continuity and change over time as ways to look at these events, historical context also plays a part. Analyzing historical events using context helps students see the big picture and make the connections they will need to make when developing thoughtful arguments. These skills guide students through the process of contextual analysis.

Skill	Tasks/Questions	Sample Activity	Instructional Strategies
4.A: *Identify and describe a historical context for a specific historical development or process.*	▪ What events led up to the one we are studying? ▪ What else is happening in the world at this time?	Have students examine Mohandas Gandhi's 1942 *Quit India* speech and identify and describe events and developments outside of India that help with understanding Gandhi's arguments.	▪ Discussion Group
4.B: *Explain how a specific historical development or process is situated within a broader historical context.*	▪ Ask students to use historical reasoning to explain how an event relates to a broader process. ▪ Why are the events related? ▪ How does the relationship help us understand the event we are studying?	Have students examine Huda Shaarawi's speech at the 1944 Arab Feminist Conference in the context of Islam, global feminist movements, and colonial independence movements. Challenge students to explore how events outside of Egypt might help them understand Huda Shaarawi's position.	▪ Socratic Seminar

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Historical Thinking Skill 5: Using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes

Analyzing patterns and making connections is the bridge between all of the previous historical thinking skills. This skill pulls everything together and allows students to connect all concepts. Whether they are using sources or their own historical knowledge, students will use the historical reasoning processes to identify and explain patterns and connections between historical events and developments.

Skill	Tasks/Questions	Sample Activity	Instructional Strategies
5.A: *Identify patterns among or connections between historical developments and processes.*	▪ What historical developments or processes are described in this source? ▪ What are the causes of this development or process? ▪ What are the effects of this development or process? ▪ Where does the development or process fit into a pattern of continuity or change over time? ▪ What are the similarities and differences between this development or process and another? ▪ What does the data in a non-text based source show? ▪ What trends and patterns can you identify from data?	Have students read an excerpt from Nelson Mandela's 1964 speech from the Rivonia Trial and, using a table, identify similarities and differences to developments in South Africa and North America.	▪ Graphic Organizer
5.B: *Explain how a historical development or process relates to another historical development or process.*	▪ What historical developments or processes are described in this source? ▪ How or why are the causes of this development or process related to another historical development or process? ▪ How or why are the effects of this development or process related to another historical development or process? ▪ How or why does the development or process fit into a pattern of continuity or change over time? ▪ How or why are developments and processes similar and/or different?	Using excerpts from Kwame Nkrumah's 1953 speech to the House of Commons, have students quickwrite a series of explanations that connect Nkrumah's opinion on independence to other historical developments and processes using historical reasoning. For example, connect the source to the rise of nationalism after World War II using causation, connect the source to Indian independence using comparison, and connect the source to the Enlightenment using patterns of continuity and change over time.	▪ Quickwrite

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Historical Thinking Skill 6: Develop an argument

Writing claims is often the first argumentation skill that students practice, but claims are difficult to develop without prompting. Giving students prompts to work with can help them as they learn this skill. The prompt should establish parameters that require students to take a position, either by choosing one of two presented alternatives or by assessing the extent to which a given proposition or scenario is valid.

In order to develop a historically defensible claim, students need to know what evidence is available to support that claim. They can practice writing claims using just their knowledge as evidence, as they will in the long essay question. They should also write claims using documents, to practice both evidence and sourcing (a few at first, then build quantity as students gain skills and confidence), as they will in the document-based question.

The reasoning processes, discussed in more depth starting on page 190, will help students develop historical reasoning needed to appropriately connect their evidence to their claims.

There is no simple path to teaching students to develop complex arguments. The tasks/questions and the sample activities in the table below can serve as a roadmap. However, students will also need a mastery of the course content, source analysis, a highly developed understanding of historical context, and the ability to make connections between and among events to demonstrate this skill. In short, it is the culminating skill for an AP World History: Modern student.

Skill	Tasks/Questions	Sample Activity	Instructional Strategies
6.A: *Make a historically defensible claim.*	▪ What do you know about the development or processes established the prompt? ▪ What are your options regarding positions to take? ▪ What historical reasoning process is indicated (or best fits the structure of the essay you plan to write)? ▪ Based on the prompt and the evidence (either provided or from your own knowledge), which position will you take? ▪ State in a few words how you will prove your claim.	Provide students with a practice writing prompt, such as *Develop an argument that evaluates how industrialization affected Asia after 1830*. Have students break down the question into potential positions (industrialization fostered economic growth or industrialization led to imperial domination, or both). Have them identify a historical reasoning process that best fits the essay that they would go on to develop (such as comparison or causation). Ask them to think of evidence that would support all of the identified positions; then, ask them to write a defensible claim that establishes a line of reasoning by stating their chosen position and provides a roadmap for how they are going to prove their claim.	▪ Self/Peer Revision

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Skill	Tasks/Questions	Sample Activity	Instructional Strategies
6.B: *Support an argument using specific and relevant evidence.* ▪ Describe specific examples of historically relevant evidence. ▪ Explain how specific examples of historically relevant evidence support an argument.	▪ Brainstorm relevant evidence that relates to the development or process established in the prompt. ▪ Hone your initial list of evidence by describing specific examples that support the argument. ▪ If practicing a document-based question, evaluate the evidence provided. ▪ Determine whether the evidence supports, refutes, or modifies each of the possible positions.	Provide students with three to four documents* that could be used to support the positions outlined in a sample prompt, such as *Evaluate the extent to which European industrialization produced a radical change in the lives of Africans*. Ask students to evaluate the evidence using a Venn diagram. They should group the evidence into three categories: evidence that supports the idea that industrialization produced a radical change, evidence that the change was not as radical, and evidence that could be used to support both positions. For each piece of evidence, have students write a statement explaining how the evidence supports the position(s). *Teachers can use this same activity for long essay question practice by asking students to brainstorm relevant evidence instead of providing documents.	▪ Graphic Organizer
6.C: *Use historical reasoning to explain relationships among pieces of historical evidence.*	▪ Which reasoning process(es) is indicated in the prompt (comparison, causation, continuity and change)? ▪ If comparison is indicated, establish relevant categories in which to compare the evidence. ▪ If causation is indicated, how does the evidence show a pattern of causes and/or effects? ▪ If continuity and change is indicated, identify patterns or developments that indicate change and/or continuity and draw conclusions in support of your claim.	When practicing for the long essay, have students identify the historical reasoning process indicated in the prompt. Then have them develop and use a graphic organizer (such as a Venn diagram or flow chart) to arrange the evidence in a way that reflects the organizational structure of the historical reasoning process.	▪ Graphic Organizer ▪ Self/Peer Revision ▪ Debate

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Skill	Tasks/Questions	Sample Activity	Instructional Strategies
6.D: *Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might:*			▪ Create Representations ▪ Graphic Organizer ▪ Think-Pair-Share ▪ Quickwrite ▪ Self/Peer Revision
▪ Explain nuance of an issue by analyzing multiple variables.	▪ Which categorical variables (such as commercial, political, religious, etc.) have a significant effect on the development or process? ▪ How does the development or process relate to or how was it affected by the categorical variables you identified?	In an essay on the effectiveness of state sponsored industrialization, ask students to provide evidence to support various categorical variables and explain their impact on the effectiveness of programs to promote industrialization. Then have them order the categorical variables to show the most to least important in terms of effectiveness.	
▪ Explain relevant and insightful connections within and across periods.	▪ How is this development or process significantly similar to or different from a related development or process? ▪ Is this development or process a significant result of or a major catalyst for a development or process within or across time periods? ▪ Does this development or process represent a significant change or a continuity over time? ▪ Does this development or process provide evidence of a significant pattern in world history?	In an essay, ask students to make connections between independence movements. For example, how was the American Revolution of the 18th century similar to other independence movements like the one in India in the 20th century? Do the similarities provide evidence of a broad pattern in world history? In what ways does the later movement show continuity with the original movement? In what ways does it show change? Do these continuities and changes provide evidence of a larger pattern in world history?	

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Skill	Tasks/Questions	Sample Activity	Instructional Strategies
▪ Explain the relative historical significance of a source's credibility and limitations.	▪ How or why is the source's point of view, purpose, historical situation, or audience relevant to the argument? ▪ How would this affect the use of the source in developing an argument?	Provide students with a set of four documents with contradictory perspectives on the debate over the outcome of the settlement of World War I. Ask them to examine each document and weigh the relative historical significance and credibility of each. Then have students establish a position on the effects of the peace negotiations through an evaluation of each source's point of view, purpose, historical situation, or audience.	▪ Create Representations ▪ Graphic Organizer ▪ Think-Pair-Share ▪ Quickwrite ▪ Self/Peer Revision
▪ Explain how or why a historical claim or argument is or is not effective.	▪ Evaluate the historical claim. ▪ How does the evidence support this claim? ▪ What evidence goes against this claim? ▪ What evidence-based counterarguments exist? ▪ Refute the counterargument by using evidence to explain why it is not as effective.	Using a collection of sources from a released document-based question, ask students to identify the claim of a source and list the evidence presented in a chart. Then ask them to corroborate or refute the claim based on the evidence. Ask them to present disparate, diverse, or contradictory evidence that they glean from the sources. After refuting the claim, ask them why their argument is the most persuasive.	

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Developing the Reasoning Processes

Reasoning processes describe the cognitive operations that students will be required to apply when engaging with the historical thinking skills on the AP Exam. The reasoning processes ultimately represent ways in which historians think.

Student responses on the AP Exam should reflect their ability to apply a reasoning process that aligns to the intent of the question. For example, if students are asked to explain how and why the Silk Road and trans-Saharan trade networks impacted society in the period 1200–1450, successful student responses will be organized around the reasoning process of comparison. In many cases, guiding students toward a better alignment between the reasoning process and the task unlocks their understanding and helps them improve their writing.

The following table provides suggestions for approaching the reasoning processes in the AP World History: Modern course.

Reasoning Process	Key Tasks	Examples	Instructional Strategies
Comparison	**1.i:** Describe similarities and/or differences between different historical developments or processes.	After discussing the concept of a second industrial revolution, ask students to write a paragraph identifying and describing the similarities and differences in industrialization in the United States, Germany, Russia, and Japan between 1870 and 1914.	▪ Quickwrite
	1.ii: Explain relevant similarities and/or differences between specific historical developments and processes.	After students identify similarities and differences in the industrialization of the United States, Germany, Russia, and Japan between 1870 and 1914, discuss these similarities and differences in class and have students explain why these similarities and differences exist.	▪ Guided Discussion
	1.iii: Explain the relative historical significance of similarities and/or differences between different historical developments or processes.	After students explain why similarities and differences exist in the process of industrialization in the United States, Germany, Russia, and Japan between 1870 and 1914, discuss these similarities and differences in class and have students explain how the comparisons among the different economies substantiate the concept of a second industrial revolution in general. Have students write a thesis and supporting paragraph explaining how the comparisons among the different economies substantiate the concept of a second industrial revolution in general.	▪ Self/Peer Revision

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Reasoning Process	Key Tasks	Examples	Instructional Strategies
Causation	**2.i:** Describe causes and/or effects of a specific historical development or process.	After reading a historian's explanation of the concept of nationalism in the 19th and 20th century, have students describe two effects of this development.	▪ Close Reading
	2.ii: Explain the relationship between causes and effects of a specific historical development or process.	After students identify and describe the effects of nationalism, ask them to create a flow chart that explains how a cause of the rise of nationalism (like imperialism) might be related to the effects they described.	▪ Graphic Organizer
	2.iii: Explain the difference between primary and secondary causes and between short- and long-term effects.	After students explain the relationship between the causes and effects of nationalism, ask them to share their causes and effects with other students. Have students discuss how they would classify the various causes and effects (primary, secondary, short term, long term).	▪ Discussion Group
	2.iv: Explain how a relevant context influenced a specific historical development or process.	After students classify the causes and effects with their group, have them quickly write a paragraph that explains how the Enlightenment, industrialization, or the world wars might serve as a relevant context for understanding the rise of nationalism.	▪ Quickwrite
	2.v: Explain the relative historical significance of different causes and/or effects.	Have students read an extended excerpt from Usha Mehta's interview with Uma Shanker about her role in the Quit India Movement, recorded October 30, 1969 and discuss the relative historical significance of nationalism in shaping her words and goals.	▪ Socratic Seminar
Continuity and Change	**3.i:** Describe patterns of continuity and/or change over time.	Give students a range of years, such as 1200–1750, and ask them to describe three aspects of long distance trade in the world that changed in those years and three aspects that did not.	▪ Think-Pair-Share
	3.ii: Explain patterns of continuity and/or change over time.	After students describe continuities and changes in long-distance trade, ask them to explain how and why one continuity and one change existed.	▪ Quickwrite
	3.iii: Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change.	Ask students to work with a partner to develop a thesis with supporting paragraph(s) that explains the significance of the Mongol Empire in larger patterns of continuity and change related to long distance trade in the period from 1200 to 1750.	▪ Self/Peer Revision

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AP WORLD HISTORY

Exam Information



Exam Overview

The AP World History Exam assesses student understanding of the historical thinking skills and learning objectives outlined in the course framework. The exam is 3 hours and 15 minutes long and students are required to answer 55 multiple-choice questions, 3 short-answer questions, 1 document-based question, and 1 long essay question. The details of the exam, including exam weighting and timing, can be found below:

Section	Question Type	Number of Questions	Exam Weighting	Timing
I	**Part A: Multiple-choice questions**	**55**	**40%**	**55 minutes**
	Part B: Short-answer questions	**3**	**20%**	**40 minutes**
	Question 1: Secondary source			
	Question 2: Primary source			
	Question 3: Primary or Secondary Source (Non-text)			
II	**Free-response questions**	**2**		
	Question 1: Document-based		25%	60 minutes (includes 15-minute reading period)
	Question 2: Long essay		15%	40 minutes

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The exam assesses content from the six course themes:
Theme 1: Humans and the Environment
Theme 2: Cultural Developments and Interactions
Theme 3: Governance
Theme 4: Economic Systems
Theme 5: Social Interactions and Organization
Theme 6: Technology and Innovation

The exam weighting for each of the nine units of the course is provided below.

Units	Chronological Period*	Exam Weighting
Unit 1: The Global Tapestry	c. 1200 to c. 1450	**8–10%**
Unit 2: Network of Exchange		**8–10%**
Unit 3: Land-Based Empires	c. 1450 to c. 1750	**12–15%**
Unit 4: Transoceanic Interconnections		**12–15%**
Unit 5: Revolutions	c. 1750 to c. 1900	**12–15%**
Unit 6: Consequences of Industrialization		**12–15%**
Unit 7: Global Conflict	c. 1900 to the present	**8–10%**
Unit 8: Cold War and Decolonization		**8–10%**
Unit 9: Globalization		**8–10%**

*Events, processes, and developments are not constrained by the given dates and may begin before, or continue after, the approximate dates assigned to each unit.

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Section I

PART A: MULTIPLE-CHOICE

The first part of Section I of the AP World History Exam includes 55 multiple-choice questions typically appearing in sets of three to four questions, each with one or more stimuli, including primary texts, secondary texts, images (artwork, photos, posters, cartoons, etc.), charts or other quantitative data, and maps. Additionally, there will be at least one set of paired text-based stimuli. Multiple-choice questions require analysis of the provided stimulus sources and of the historical developments and processes described in the sources.

PART B: SHORT-ANSWER

The second part of Section I of the AP Exam includes three required short-answer questions. Students must answer all three short-answer questions. Short-answer question 1 includes a secondary text source, short-answer question 2 includes a primary text source, and short-answer question 3 includes a primary or secondary non-text source. The three questions will cover historical developments and processes between the years of 1200 and 2001, and each of the questions will focus on a different historical period.

Section II

DOCUMENT-BASED QUESTION

The document-based question presents students with seven documents offering various perspectives on a historical development or process. The question requires students to do the following:

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using at least four documents.
- Use at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
- For at least two documents, explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Demonstrate a complex understanding of a historical development related to the prompt through sophisticated argumentation and/or effective use of evidence.

The topic of the document-based question will include historical developments or processes between the years 1200 and 2001.

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LONG ESSAY QUESTION

The long essay question requires students to do the following:

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using at least two pieces of specific and relevant evidence.
- Use historical reasoning (e.g., comparison, causation, continuity or change over time) to frame or structure an argument that addresses the prompt.
- Demonstrate a complex understanding of a historical development related to the prompt through sophisticated argumentation and/or effective use of evidence.

The long essay question is required and covers approximately half of the chronological scope of the course.

Responses to the long essay question are not expected to address the entire time period specified in the prompt. Responses may choose to focus on one (or more) historical development(s) referenced in the prompt.

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How Student Learning Is Assessed on the AP Exam

The six historical thinking skills are assessed on the AP Exam as detailed below.

Historical Thinking Skill	Multiple-Choice Questions	Free-Response Questions
Skill 1: Developments and Processes	Multiple-choice questions assess students' ability to identify and explain historical developments and processes.	The short-answer questions, document-based question, and long essay question assess students' ability to identify and explain historical developments and processes.
Skill 2: Sourcing and Situation	Multiple-choice questions assess students' ability to analyze sourcing and situation of primary and secondary sources. Students will need to identify and explain a source's point of view, purpose, historical situation and audience, including its significance. Additionally, students will need to explain how the sourcing and situation might limit the use(s) of a source.	The short-answer questions assess students' ability to analyze the sourcing or situation in primary or secondary sources. The document-based question assesses students' ability to analyze how the point of view, purpose, historical situation, and/or audience is relevant to an argument.
Skill 3: Claims and Evidence in Sources	Multiple-choice questions assess students' ability arguments in primary and secondary sources, including identifying and describing claims and evidence used. Additionally, students will need to compare arguments and explain how claims or evidence support, modify, or refute a source's argument.	The short-answer questions assess students' ability to analyze arguments in primary or secondary sources. The document-based question also provides opportunities for students to analyze arguments in primary sources.
Skill 4: Contextualization	Multiple-choice questions assess students' ability to identify and describe a historical context for a specific historical development or process as well as explain how a specific development or process is situated within a broader historical context.	The document-based question and long essay question assess students' ability to describe a broader historical context relevant to the topic of the question. One or two of the short-answer questions may also assess this skill.
Skill 5: Making Connections	Multiple-choice questions assess students' ability to analyze patterns and connections between and among historical developments and processes using historical reasoning (e.g., comparison, causation, continuity and change).	The document-based question, long essay question, and one or more of the short-answer questions all assess this skill.
Skill 6: Argumentation	No multiple-choice questions explicitly assess the argumentation skill.	The document-based question and long essay question assess argumentation.

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Task Verbs Used in Free-Response Questions

The following task verbs are commonly used in the free-response questions:

Compare: Provide a description or explanation of similarities and/or differences.

Describe: Provide the relevant characteristics of a specified topic.

Evaluate: Judge or determine the significance or importance of information, or the quality or accuracy of a claim.

Explain: Provide information about how or why a relationship, process, pattern, position, situation, or outcome occurs, using evidence and/or reasoning. Explain "how" typically requires analyzing the relationship, process, pattern, position, situation, or outcome, whereas explain "why" typically requires analysis of motivations or reasons for the relationship, process, pattern, position, situation, or outcome.

Identify: Indicate or provide information about a specified topic, without elaboration or explanation.

Support an argument: Provide specific examples and explain how they support a claim.

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Sample Exam Questions

The sample exam questions that follow illustrate the relationship between the course framework and the AP World History: Modern Exam and serve as examples of the types of questions that appear on the exam. After the sample questions is a table that shows to which skill and learning objective(s), each question relates. The table also provides the answers to the multiple-choice questions.

Section I

PART A: MULTIPLE-CHOICE

Questions 1–3 refer to the passage below.

> "To the most holy father, the Pope:
>
> Most of our kingdom of Hungary was reduced to a desert by the scourge of the Mongols' invasion. Now, we receive news every day that the Mongols have again unified their forces and will soon send their countless troops against all of Europe. We are afraid that we will be unable to withstand the Mongols' ferocity in battle unless the Pope is able to persuade other Christian rulers to send us aid to fortify our kingdom.
>
> When the Mongols invaded in 1241, we sent requests for military aid to the papacy, the Holy Roman Emperor, the king of France, and others. But from all of them we received only words of support. We, for shame, resorted to inviting pagan Cumans* into our kingdom.
>
> If, God forbid, our kingdom fell to the Mongols, the door would be open for them to invade the other regions of the Catholic faith from the Hungarian steppes. So, the people in our kingdom cannot cease to be amazed that you offer substantial help to the Christian territories overseas, which if they were lost would not harm the inhabitants of Europe more than if our kingdom fell."
>
> *a people who dwelled along the steppes of the Black Sea and in Central Asia
>
> King Béla IV of Hungary, letter to Pope Innocent IV, circa 1250

1. Which of the following features of Europe in the period circa 1200–1450 most directly contributed to the fact that the king of Hungary did not receive the military assistance that he requested in 1241, as mentioned in the third paragraph?
   (A) The existence of numerous feudal states that were frequently in conflict with one another
   (B) The development of parliaments that could check royal authority
   (C) The growing political power of regional trade organizations such as the Hanseatic League
   (D) The religious divisions of Europe into Protestants and Catholics as a result of the Reformation

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2. Béla IV's statement in the fourth paragraph that the Hungarian people "cannot cease to be amazed" by the actions of the papacy most directly refers to the papacy's failure to aid the Hungarians while
   (A) sending missionaries to China
   (B) supporting Christian conquests in the Iberian Peninsula
   (C) initiating European military campaigns in the Middle East
   (D) encouraging maritime exploration in the Indian Ocean

3. All of the following statements are factually accurate. Which would best explain Béla IV's reasoning for inviting the Cumans into Hungary as mentioned in the third paragraph?
   (A) Cumans had settled in Hungary and had been granted local autonomy.
   (B) Cuman slave soldiers had become the rulers of the Mamluk Sultanate of Egypt.
   (C) Cumans were ethnic Turks who spoke a language intelligible to the Mongols.
   (D) Cumans were nomadic warriors and were familiar with the Mongols' military tactics.

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Questions 4–6 refer to the following two maps.

Map 1

Navigational Map Produced by Albino De Canepa, Genoese Mapmaker, 1489

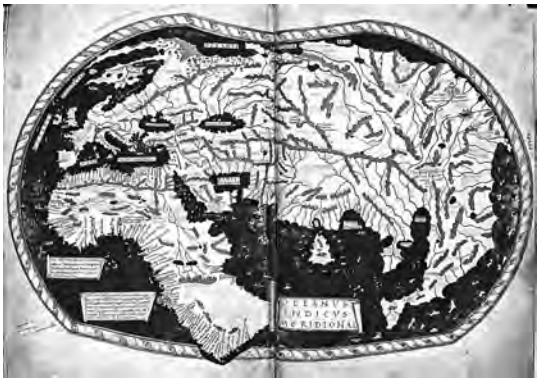


The History Collection/Alamy Stock Photo

The map shows a number of cities and places, including Genoa, Venice, Paris, the Muslim emirate of Granada, Algiers, Cairo, Jerusalem, Damascus, and several cities along the Danube River.

Map 2

World Map, Produced By Henricus Martellus, A German Cartographer Working in Florence, Italy, Early 1490s



The Picture Art Collection/Alamy Stock Photo

4. Which of the following historical developments most strongly contributed to the mapmaker's depiction of West Africa and the southern half of the world in Map 2?

   (A) Portugal's development of maritime technology and navigational skills

   (B) China's naval expeditions in the Indian Ocean basin

   (C) The limited geographical knowledge of western European mapmakers as a result of the region's commercial isolation

   (D) The decline of Mediterranean powers such as Genoa and Venice and the rise of Atlantic powers such as England, France, and the Netherlands

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5. A historian would most likely use Map 1 to research which of the following developments in the period 1450–1750 ?

   (A) The efforts of wealthy Renaissance patrons to encourage the fine arts and scientific research

   (B) The ways that European cartography drew on earlier knowledge from the Islamic world and merchant activity in the Mediterranean

   (C) The influence of Crusades against the Ottoman Empire on the commercial expansion of Italian city-states

   (D) The consolidation of the Russian Empire, its expansion into Siberia, and its challenge to imperial China

6. Which of the following factors would contribute most to future revisions of Map 2?

   (A) Western Europeans' discovery of geographical scholarship from the Mongol khanates

   (B) The experiences of European merchants transporting Asian goods in the Indian Ocean

   (C) Spanish sponsorship of trans-Atlantic and trans-Pacific maritime exploration

   (D) Qing China's resumption of maritime expeditions to expand its tribute system

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Questions 7–9 refer to the passage below.

"Concerning his greatest project, the *Selimiye* imperial mosque, Sinan himself said this:

'Sultan Selim II [reigned 1566–1574] ordered the building of a great mosque in the city of Edirne. I, Sinan, his humble servant, prepared for him a design showing four minaret towers, each standing at one of the four corners of an enormous central prayer hall topped by a great dome. Each of the four minarets had three balconies, with separate staircases leading to each balcony. Previously only one Ottoman mosque had a minaret with three balconies, and its one minaret is like a thick tower. But the minarets I designed for Sultan Selim's mosque are slender and elegant. The difficulty of putting three staircases in such slender structures should be obvious to anyone.

Those among the Christians* who consider themselves architects used to say that no building can ever be covered by a dome that is larger than that of the Christian church of Hagia Sophia in Constantinople. They used to claim that no Muslim architect would ever be able to build a mosque whose dome even approaches in size that of the Hagia Sophia. Yet in the *Selimiye* mosque, with the help of God and with the support of His Majesty the Sultan, I was able to build a dome that is about 10 feet higher and 6 feet wider than the dome of the Hagia Sophia.'"

*Sinan himself was born into an Ottoman Greek Christian family, but was converted to Islam when he began training for government service as a young boy.

Sai Mustafa Chelebi, Ottoman court official, biography of the famous Ottoman architect Mimar Sinan, written circa 1600

7. Which of the following characteristics of the Ottoman Empire best explains why Sinan was determined to match the dimensions of the Hagia Sophia church, as discussed in the third paragraph?

   (A) The Ottoman dynasty was descended from Turkic pastoralist nomads who did not have their own tradition of monumental architecture.

   (B) Ottoman art often illustrated the historical and spiritual connections between Islam and other monotheistic religions, such as Christianity and Judaism.

   (C) By the time the Ottoman Empire began to expand, the Byzantine Empire had already been dramatically reduced in size and geopolitical importance.

   (D) Bringing Constantinople, with its imperial traditions, under Islamic rule was one of the central pillars of Ottoman rulers' claims to political legitimacy.

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8. Based on the intended purpose of Sinan's biography, it is most likely that the information in the passage might be
   (A) overstating the extent of the architectural challenges Sinan faced in building the mosque
   (B) understating the extent of Ottoman royal support for the building of the mosque
   (C) overstating Christian architects' achievements and their contributions to the building on the mosque
   (D) intentionally attributing the building of the mosque to Sinan even though he was not the architect

9. Sinan's service to the Ottoman state best illustrates the fact that land-based empires in the period 1450–1750 often relied on
   (A) appointed bureaucrats to break the power of entrenched landed aristocracies
   (B) mass conscription of soldiers to carry out their territorial expansion
   (C) methods of recruitment of officials that made use of the ethnic and religious diversity of their subjects
   (D) members of the clergy to perform religious services, administer religious law, and oversee public order

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Questions 10–12 refer to the passage below.

"Imagine that Chinese ships were to start importing arsenic* into England, advertising it as a harmless, foreign and fashionable luxury. Next, imagine that after a few years of arsenic being all the rage, with hundreds of thousands using it, the British government were to ban its use because of its bad effects. Finally, imagine again that, in opposition to this ban on arsenic, Chinese ships were to be positioned off the coast of England, making occasional raids on London.

Advocates of the opium-smuggling profession argue that it is immensely profitable and that supplying opium in bulk as they are doing is not immoral and it only becomes vulgar when the opium is sold in small portions, to individual users. What admirable logic with which one may shield oneself from reality, satisfied that the opium trade is nothing more than 'supplying an important source of revenue to British companies operating in India.'

The trade may be a profitable one—it may be of importance to the Indian government, and to individuals—but to pretend that it can be defended as harmless to health and morals is to argue the impossible. Anyone who seriously thinks about the subject cannot defend what is, in itself, manifestly indefensible."

*a poisonous substance

"Remarks on the Opium Trade," letter to a British magazine from an anonymous English merchant in Guangzhou (Canton), China, published in 1836

10. The trade described in the passage is best seen as an early example of which of the following?
    (A) The economic decline of Asian states resulting from the importation of cheap consumer goods from Europe
    (B) The growing economic influence of European immigrants in China
    (C) The declining political power of European joint-stock companies in Asia because of states assuming direct imperial control
    (D) The use of economic imperialism by European merchants and states

11. As described in the second paragraph, the arguments made by the supporters of the opium trade were most similar to the arguments made in the early nineteenth century by supporters of the continued use of
    (A) artisanal and craft production, as opposed to the factory system
    (B) mercantilist trade practices, as opposed to free trade
    (C) African slave labor on sugar plantations in the Americas
    (D) women's and children's labor in the production of luxury goods in Chinese households

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12. A historian might argue that the trade described in the passage reflected a turning point in world history primarily because the opium trade
    (A) shifted the pattern of historic European trade imbalances with China
    (B) marked the transition from mercantilist trade toward capitalist free trade
    (C) was the first time that Europeans used migrant labor to grow crops for global distribution
    (D) relied upon industrial techniques of production and modern consumer marketing

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Questions 13–15 refer to the following two passages.

Source 1

> "I have long dreamed of buying an island owned by no nation whatsoever and of establishing the World Headquarters of the Dow company there, on the truly neutral ground of such an island, beholden to no nation or society. If we were located on such truly neutral ground, we could then operate in the United States as U.S. citizens, in Japan as Japanese citizens, and in Brazil as Brazilians rather than being governed primarily by the laws of the United States. We could even pay any native workers handsomely to move elsewhere."
>
> Carl A. Gerstacker, chairman of the Dow Chemical Company, a United States corporation, speech before the White House "Conference on the Industrial World Ahead," 1972

Source 2

> "I was asked the other day about United States competitiveness in the world economy. I replied that I don't think about it at all. We at NCR think of ourselves as a globally competitive company that happens to be headquartered in the United States."
>
> Gilbert Williamson, president of NCR Corporation, a United States technology company, interview with the *New York Times*, 1989

13. The views expressed in the two passages were most directly enabled by which of the following economic trends in the late twentieth century?
    (A) Many of the defeated countries in the Second World War received generous economic assistance from the United States after the war.
    (B) Governments in newly independent postcolonial states sought to limit their countries' economic reliance on the former colonial powers.
    (C) The governments of many developed Western countries adopted policies of economic liberalization and deregulation.
    (D) Governments in Asia cooperated with private businesses in an effort to maximize exports and acquire foreign currencies from Europe and the United States.

14. The corporate philosophy reflected in the two passages most directly contributed to which of the following?
    (A) The inability of the Soviet-planned economy to compete successfully with the economies of the United States and other Western countries
    (B) The shift of manufacturing capacity from the postindustrial countries of the West to the new manufacturing centers in Asia and Latin America
    (C) The passage of stronger measures to safeguard workers' and consumers' rights in many developed countries
    (D) Increased popular hostility toward economic migrants and migrations in many countries

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15. In the late twentieth and early twenty-first centuries, which of the following was most directly a response to the business philosophy expressed in the two passages?

(A) Trade unionism

(B) Liberation theology

(C) International Socialism

(D) Antiglobalization activism

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PART B: SHORT-ANSWER QUESTION WITH PRIMARY TEXT SOURCE

The following is an example of short-answer question 2 found on the AP Exam. Note that on the actual AP Exam, students will answer three short-answer questions.

2. Use the passage below to answer all parts of the question that follows.

"Having questioned Sidotti,* I understand that Christians teach that their God produced heaven and earth and make him out to be the Great Lord and Father. This God of theirs, they say, cannot be served without giving him all of one's love and all of one's reverence. What these Christians are in effect saying is this: I have a [real] father, but I do not love him because I reserve all my love for God; I have a [real] lord, but I don't revere him because I reserve all my reverence for God. Now this is what we call being impious and disloyal! According to the *Book of Rites*, it is the emperor, the Son of Heaven, who should be worshiping God, the Lord of Heaven. It is not a duty that is given to ordinary people. And that is in order to prevent the blurring of the line between the exalted and the base. Thus, the sovereign is Heaven to the subjects just as the father is Heaven to the child."

*Giovanni Battista Sidotti was an Italian priest who had entered Japan in 1708, in violation of the Japanese government's prohibition on Christian missionary activities.

Arai Hakuseki, Japanese scholar and adviser to the Tokugawa shogun, report, circa 1720

(A) Describe one way in which Hakuseki's argument was influenced by long-standing Asian cultural traditions.

(B) Explain one way in which the religious encounter referred to in the passage differed from most other religious encounters in the period circa 1450–1750.

(C) Explain one historical situation in the period 1450–1750, other than the one illustrated in the passage, in which states in Asia or Africa adopted policies to limit European political power or cultural influence.

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Section II

The following are examples of the kinds of free-response questions found on the exam.

DOCUMENT-BASED QUESTION

1. Evaluate the extent to which the experience of the First World War changed relationships between Europeans and colonized peoples.

In your response you should do the following:

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using at least four documents.
- Use at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
- For at least two documents, explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Demonstrate a complex understanding of a historical development related to the prompt through sophisticated argumentation and/or effective use of evidence.

Document 1

Source: John Chilembwe, native of British Nyasaland (present-day Malawi) and ordained Baptist minister, letter sent to the *Nyasaland Times*,* November 1914.

We have been invited to shed our innocent blood in this world war which is now in progress. In the past, it was said indirectly that Africa had nothing to do with the civilized world. But now we find that the poor African has already been plunged into the great war. The masses of our people are ready to put on uniforms, ignorant of what they have to face or why they have to face it. We natives have been loyal since the commencement of this [British] Government, and in all departments of Nyasaland the welfare of the British would have been incomplete without our loyalty. But in time of peace the Government failed to help the underdog. In time of peace everything was for Europeans only. But in time of war it has been found that we are needed to share hardships and shed our blood in equality. The poor Africans who have nothing to win in this present world are invited to die for a cause which is not theirs.

*The letter was published but later retracted by the newspaper's British editors, and the entire issue was subsequently withdrawn from circulation and destroyed by the Nyasaland colonial government.

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Document 2

Source: Kalyan Mukerji, Indian officer in the British Indian army that was fighting against the Ottoman army in Iraq, letter to a friend in India, October 1915. The letter was intercepted by British mail censors and was not delivered.

England is the educator. The patriotism that the English have taught us, the patriotism that all civilized nations have celebrated—that patriotism is responsible for all this bloodshed. We see now that all that patriotism means is snatching away another man's country. To show patriotism, nationalism, by killing thousands and thousands of people all to snatch away a bit of land, well it's the English who have taught us this.

The youths of our country, seeing this, have started to practice this brutal form of nationalism. Therefore, killing a number of people, throwing bombs—they have started doing these horrific things. Shame on patriotism. As long as this narrow-mindedness continues, bloodshed in the name of patriotism will not cease. Whether a man throws a bomb from the roof-top or whether fifty men, under orders from their officer, start firing from a cannon-gun at the front line—the cause of this bloodshed, this madness, is the same.

Document 3

Source: French postcard, showing colonial troops in France and French civilians, 1915. The text of the card says: "Our Black troops in the Great War 1914–1915 [say]: 'What are we doing here?! . . . We came to kill savages*. . . the German ones!'"



Keystone-France/Contributor

*a reference to the fact that German wartime propaganda often depicted colonial troops in the French and British armies as savages

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Document 4

Source: Behari Lal, Indian soldier in the British Indian army on the Western Front, letter to his family, November 1917. The letter was intercepted by British mail censors and was not delivered.

There is no likelihood of our getting rest during the winter. I am sure German prisoners would not be worse off in any way than we are. I had to go three nights without sleep, as I was on a truck, and the Europeans on the truck did not like to sleep next to me because I am an Indian. I am sorry the hatred between Europeans and Indians is increasing instead of decreasing, and I am sure the fault is not with the Indians. I am sorry to write this, which is not a hundredth part of what is in mind, but this increasing hatred and continued ill-treatment has compelled me to give you a hint.

Document 5

Source: Popular Egyptian protest song sung during the Egyptian revolt of 1919 against the British occupation of Egypt. The revolt led to Great Britain's recognition of Egypt's nominal independence in 1922.

Laborers and soldiers were forced to travel, leaving their land

They headed to the battlefields and the trenches!

And now the British blame us for revolting?

Behold the calamities you have caused! Had it not been for our laborers,

You and your troops would have been helpless in the desert sand!

Oh, you who are in authority, why didn't you go all alone to the Dardanelles?*

Oh Maxwell** now you feel the hardships, how does it feel?

The Egyptian is resilient; and now he is willing and able and can do anything.

His achievements are worthy of praise, and he will do his all to gain a constitution.

We are the sons of Pharaohs, which no one can dispute. . . .

*The Dardanelles, a narrow strait of water in northwest Turkey, was the site of the famous 1915–1916 Gallipoli campaign. During the campaign, Allied forces attacked the Ottoman Empire and were defeated.

**British commander in Egypt in 1915

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Document 6

Source: Hubert Reid, Jamaican veteran of a West Indian regiment in the British Army and leader of a labor union formed to defend the rights of Jamaican war veterans, petition to the British colonial government, 1935.

It has taken 17 years of countless petitions, marching through the streets of Kingston,* as well as agitations before we were given worthless lands in some of the most remote parts of the island without even a well-needed five-pound bill to assist us in making a shabby shelter, much less in trying to cultivate the place for an existence. In some cases, not even wild birds would care to inhabit the worthless lands that we were given. Not even an inch is suitable for cultivation, and as far as roads are concerned, the inaccessibility of the places renders that impossible.

*the Jamaican capital

Document 7

Source: Nar Diouf, African veteran of a West African regiment in the French army, interview for an oral history project, 1982.

My experience in the war gave me many lasting things. I demonstrated my dignity and courage, and I won the respect of my people and the [French colonial] government. In the years immediately after the war, whenever the people of my village had something to contest with the French—and they didn't dare do it themselves because they were afraid—I would go and take care of it for them. And many times when people had problems with the government, I would go with my war decorations and arrange the situation for them. Because whenever the French saw your decorations, they knew that they are dealing with a very important person. So I gained this ability—to obtain justice over the Europeans—from the war.

For example, one day a French military doctor was in our village, and there was a small boy who was blind. The boy was walking, but he couldn't see and he bumped into the Frenchman. And the Frenchman turned and pushed the boy down on the ground. And when I saw this, I came and said to the Frenchman: "Why did you push the boy? Can't you see that he is blind?" And he looked at me and said: "Oh, pardon, pardon. I did not know. I will never do it again, excuse me!" But before the war, it would not have been possible for me to interact like that with a European, no matter what he had done.

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LONG ESSAY QUESTION

The following is an example of a long essay question.

2. In the period circa 1200 to 1800, agricultural practices around the world evolved in response to technological change, the spread and adoption of new crops, and the supply of and demand for agricultural labor.

   Explain how agriculture or agricultural practices shaped social, gender, or family structures in the period circa 1200 to 1800.

   Your response may focus on any example(s) of agriculture or agricultural practices during the period circa 1200 to 1800. You are not expected to address the entire time period in your response.

In your response you should do the following:

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using at least two pieces of specific and relevant evidence.
- Use historical reasoning (e.g., comparison, causation, continuity or change) to frame or structure an argument that addresses the prompt.
- Demonstrate a complex understanding of a historical development related to the prompt through sophisticated argumentation and/or effective use of evidence.

  You are not expected to address the entire time period in your response. You may choose to focus on one (or more) historical development(s) referenced in the prompt.

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Answer Key and Question Alignment to Course Framework

Multiple-Choice Question	Answer	Skill	Learning Objective
1	A	4.A	Unit 1: Learning Objective L
2	C	5.A	Unit 2: Learning Objective D
3	D	5.B	Unit 2: Learning Objective D
4	A	5.A	Unit 4: Learning Objective C
5	B	4.A	Unit 4: Learning Objective A
6	C	5.A	Unit 4: Learning Objective C
7	D	4.B	Unit 3: Learning Objective A
8	A	2.B	Unit 3: Learning Objective B
9	C	4.A	Unit 3: Learning Objective B
10	D	1.A	Unit 6: Learning Objective E
11	C	5.A	Unit 4: Learning Objective I
12	A	5.B	Unit 6: Learning Objective E
13	C	2.A	Unit 9: Learning Objective D
14	B	5.A	Unit 9: Learning Objective D
15	D	5.A	Unit 9: Learning Objective G

Short-Answer Question	Skill	Learning Objective
2	2.A, 5.B	Unit 1: Learning Objective B; Unit 4: Learning Objectives E, K, M

Free-Response Question	Question Type	Skill	Thematic Focus	Learning Objective
1	Document-based	1.B, 2.B, 4.A, 5.B, 6.A, 6.B, 6.C, 6.D	GOV, TEC	Unit 7: Learning Objectives B, C, E, F, G,
2	Long essay	1.A, 1.B, 4.A, 5.B, 6.A, 6.B, 6.C, 6.D	ECN, ENV	Unit 1: Learning Objective C Unit 4: Learning Objective D Unit 6: Learning Objective D

The scoring information for the questions within this course and exam description, along with further exam resources, can be found on the **AP World History Exam Page** on AP Central.

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AP History Rubrics

Introductory notes:

- Except where otherwise noted, each point of the rubric is earned independently. For instance, a student could earn a point for evidence beyond the documents without earning a point for thesis/claim.
- Accuracy: The components of this rubric each require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, a response may contain errors that do not detract from its overall quality, as long as the historical content used to advance the argument is accurate.
- Clarity: Exam essays should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and reasoning processes described in the rubrics.

AP History DBQ Rubric (7 points)

Reporting Category	Scoring Criteria	Decision Rules
A. THESIS/CLAIM (0–1 pt)	**1 pt.** Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.	*To earn this point, the thesis must make a claim that responds to the prompt rather than restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.*
B. CONTEXTUALIZATION (0–1 pt)	**1 pt.** Describes a broader historical context relevant to the prompt.	*To earn this point, the response must describe broader historical events, developments, or processes that occur before, during, or continue after the time frame of the prompt that are relevant to the topic. This point is not awarded for merely a phrase or reference.*

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Reporting Category	Scoring Criteria	Decision Rules
C. EVIDENCE **(0–3 pts)**	**Evidence From the Documents** **1 pt.** Uses the content of at least **three** documents to address the **topic** of the prompt. **OR** **2 pts.** Supports an **argument** in response to the prompt using at least **four** documents.	*To earn one point, the response must accurately describe — rather than simply quote — the content from at least three of the documents.* *To earn two points, the response must accurately describe — rather than simply quote — the content from at least four documents. In addition, the response must use the content of the four documents to support an argument in response to the prompt.*
	Evidence Beyond the Documents **1 pt.** Uses at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument in response to the prompt.	*To earn this point, the response must describe the evidence and must use more than a phrase or reference. This additional piece of evidence must be different from the evidence used to earn the point for contextualization.*

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Reporting Category	Scoring Criteria	Decision Rules
D. ANALYSIS AND REASONING (0–2 pts)	**1 pt.** For at least **two** documents, explains how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.	*To earn this point, the response must explain how or why (rather than simply identifying) the document's point of view, purpose, historical situation, or audience is relevant to an argument about the prompt for each of the two documents sourced.*
	1 pt. Demonstrates a complex understanding of the historical development that is the focus of the prompt through sophisticated argumentation and/or effective use of evidence.	*A response may demonstrate a complex understanding through sophisticated argumentation that is relevant to the prompt. This may be done in a variety of ways, such as:* ▪ *Explaining multiple themes or perspectives to explore complexity or nuance; OR* ▪ *Explaining multiple causes or effects, multiple similarities or differences, or multiple continuities or changes; OR* ▪ *Explaining both cause and effect, both similarity and difference, or both continuity and change; OR* ▪ *Explaining relevant and insightful connections within and across periods or geographical areas. These connections should clearly relate to an argument that responds to the prompt.* *A response may demonstrate a complex understanding through effective use of evidence relevant to an argument that addresses the prompt. This may be done in a variety of ways, such as:* ▪ *Effectively using **seven** documents to support an argument that responds to the prompt; OR* ▪ *Explaining how the point of view, purpose, historical situation, and/or audience of at least **four** documents supports an argument that responds to the prompt; OR* ▪ *Using documents and evidence beyond the documents effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt.* *This complex understanding must be part of the argument and may be demonstrated in any part of the response.* *While it is not necessary for this complex understanding to be woven throughout the response, it must be more than merely a phrase or reference.*

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AP History Long Essay Question Rubric

AP History LEQ Rubric (6 points)

Reporting Category	Scoring Criteria	Decision Rules
A. THESIS/CLAIM **(0–1 pt)**	**1 pt.** Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.	*To earn this point, the thesis must make a claim that responds to the prompt, rather than restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.*
B. CONTEXTUALIZATION **(0–1 pt)**	**1 pt.** Describes a broader historical context relevant to the prompt.	*To earn this point, the response must describe broader historical events, developments, or processes that occur before, during, or continue after the time frame of the prompt that are relevant to the topic. This point is not awarded for merely a phrase or a reference.*
C. EVIDENCE **(0–2 pts)**	**1 pt.** Provides specific examples of at least **two** pieces of evidence relevant to the topic of the prompt. **OR** **2 pts.** **Supports an argument** in response to the prompt using at least **two** pieces of specific and relevant evidence.	*To earn one point, the response must identify specific historical examples relevant to the topic of the prompt.* *To earn two points the response must use specific historical evidence to support an argument in response to the prompt.*

continued on next page

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Reporting Category	Scoring Criteria			Decision Rules
D. ANALYSIS AND REASONING **(0–2 pts)**	**1 pt.** Uses historical reasoning (e.g. comparison, causation, CCOT) to frame or structure an argument that addresses the prompt.	**OR**	**2 pts.** Demonstrates a complex understanding of the historical development that is the focus of the prompt through sophisticated argumentation and/or effective use of evidence.	*To earn the first point, the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking specificity.* *To earn the second point, the response may demonstrate a complex understanding through sophisticated argumentation that is relevant to the prompt. This may be done in a variety of ways, such as:* ▪ *Explaining multiple themes or perspectives to explore complexity or nuance; OR* ▪ *Explaining multiple causes or effects, multiple similarities or differences, or multiple continuities or changes; OR* ▪ *Explaining both cause and effect, both similarity and difference, or both continuity and change; OR* ▪ *Explaining relevant and insightful connections within and across periods or geographical areas. These connections should clearly relate to an argument that responds to the prompt.* *A response may demonstrate a complex or nuanced understanding through effective use of evidence relevant to an argument that addresses the prompt. This may be done in a variety of ways, such as:* ▪ *Explaining how multiple pieces of specific and relevant evidence (at least **four**) support a nuanced or complex argument that responds to the prompt; OR* ▪ *Using evidence effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt.* *This complex understanding must be part of the argument and may be demonstrated in any part of the response.* *While it is not necessary for this complex understanding to be woven throughout the response, it must be more than merely a phrase or reference.*

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Scoring Guidelines

Part B: Short-Answer Question with Primary Text Source

1. Use the passage below to answer all parts of the question that follows.

"Having questioned Sidotti,* I understand that Christians teach that their God produced heaven and earth and make him out to be the Great Lord and Father. This God of theirs, they say, cannot be served without giving him all of one's love and all of one's reverence. What these Christians are in effect saying is this: I have a [real] father, but I do not love him because I reserve all my love for God; I have a [real] lord, but I don't revere him because I reserve all my reverence for God. Now this is what we call being impious and disloyal! According to the *Book of Rites*, it is the emperor, the Son of Heaven, who should be worshiping God, the Lord of Heaven. It is not a duty that is given to ordinary people. And that is in order to prevent the blurring of the line between the exalted and the base. Thus, the sovereign is Heaven to the subjects just as the father is Heaven to the child."

*Giovanni Battista Sidotti was an Italian priest who had entered Japan in 1708, in violation of the Japanese government's prohibition on Christian missionary activities.

Arai Hakuseki, Japanese scholar and adviser to the Tokugawa shogun, report, circa 1720

(A) Describe ONE way in which Hakuseki's argument was influenced by long-standing Asian cultural traditions.

(B) Explain ONE way in which the religious encounter referred to in the passage differed from most other religious encounters in the period circa 1450–1750.

(C) Explain ONE historical situation in the period 1450–1750, other than the one illustrated in the passage, in which states in Asia or Africa adopted policies to limit European political power or cultural influence.

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General Scoring Notes

- Each point is earned independently.
- **Accuracy:** These scoring guidelines require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity:** Exam responses should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and reasoning processes described below.
- **Describe:** Provide the relevant characteristics of a specified topic. Description requires more than simply mentioning an isolated term.
- **Explain:** Provide information about how or why a historical development or process occurs or how or why a relationship exists.

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Scoring Guidelines for Part B: Short-Answer Question with Primary Text Source — 3 points

(a) Describe one way in which Hakuseki's argument was influenced by long-standing Asian cultural traditions. **1 point**

Examples that earn this point include the following:

- Hakuseki's argument was influenced by Confucianism.
- Hakuseki's argument that sovereign is Heaven to the subjects and the father is Heaven to the child was influenced by Confucian beliefs.
- Hakuseki's argument that only the emperor is supposed to serve the Lord of Heaven reflects the beliefs of Confucianism.

(b) Explain one way in which the religious encounter referred to in the passage differed from most other religious encounters in the period circa 1450–1750. **1 point**

Examples that earn this point include the following:

- One important difference is that most Christian missionaries and Muslim Sufis traveled across the world and spread their religion without being banned by other governments.
- One important difference between the circumstances of the religious encounter in eighteenth-century Japan and other religious encounters in the period 1450–1750 is that religious interactions in this period more frequently led to the development of syncretic belief systems such as Vodou or Santería than the outright banning of the preaching of a religion.
- One important difference between the Tokugawa shogunate banning the preaching of Christianity and most other religious interactions in the period 1450–1750 is that some governments, such as the Mughal Empire under Akbar, encouraged religious tolerance and interaction.

(c) Explain one historical situation in the period 1450–1750, other than the one illustrated in the passage, in which states in Asia or Africa adopted policies to limit European political power or cultural influence. **1 point**

Examples that earn this point include the following:

- The Mughal emperors of India and the African kings of Kongo attempted to restrict European merchants to certain towns and trading posts.
- The Ming and Qing emperors of China confined the Portuguese merchants to Macao and placed legal restrictions on converting to Christianity.
- Although the Safavid Empire allowed European merchants to settle in some cities and even serve as advisors at court, preaching Christianity was strictly forbidden.

Total for Part B (Question 1) **3 points**

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Document-Based Question

1. Evaluate the extent to which the experience of the First World War changed relationships between Europeans and colonized peoples.

In your response you should do the following:

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using at least four documents.
- Use at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
- For at least two documents, explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Demonstrate a complex understanding of a historical development related to the prompt through sophisticated argumentation and/or effective use of evidence.

Document 1

Source: John Chilembwe, native of British Nyasaland (present-day Malawi) and ordained Baptist minister, letter sent to the *Nyasaland Times,** November 1914.

We have been invited to shed our innocent blood in this world war which is now in progress. In the past, it was said indirectly that Africa had nothing to do with the civilized world. But now we find that the poor African has already been plunged into the great war. The masses of our people are ready to put on uniforms, ignorant of what they have to face or why they have to face it. We natives have been loyal since the commencement of this [British] Government, and in all departments of Nyasaland the welfare of the British would have been incomplete without our loyalty. But in time of peace the Government failed to help the underdog. In time of peace everything was for Europeans only. But in time of war it has been found that we are needed to share hardships and shed our blood in equality. The poor Africans who have nothing to win in this present world are invited to die for a cause which is not theirs.

*The letter was published but later retracted by the newspaper's British editors, and the entire issue was subsequently withdrawn from circulation and destroyed by the Nyasaland colonial government.

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Document 2

Source: Kalyan Mukerji, Indian officer in the British Indian army that was fighting against the Ottoman army in Iraq, letter to a friend in India, October 1915. The letter was intercepted by British mail censors and was not delivered.

England is the educator. The patriotism that the English have taught us, the patriotism that all civilized nations have celebrated—that patriotism is responsible for all this bloodshed. We see now that all that patriotism means is snatching away another man's country. To show patriotism, nationalism, by killing thousands and thousands of people all to snatch away a bit of land, well it's the English who have taught us this.

The youths of our country, seeing this, have started to practice this brutal form of nationalism. Therefore, killing a number of people, throwing bombs—they have started doing these horrific things. Shame on patriotism. As long as this narrow-mindedness continues, bloodshed in the name of patriotism will not cease. Whether a man throws a bomb from the roof-top or whether fifty men, under orders from their officer, start firing from a cannon-gun at the front line—the cause of this bloodshed, this madness, is the same.

Document 3

Source: French postcard, showing colonial troops in France and French civilians, 1915. The text of the card says: "Our Black troops in the Great War 1914–1915 [say]: 'What are we doing here?! . . . We came to kill savages*. . . the German ones!'"



Keystone-France/Contributor

*a reference to the fact that German wartime propaganda often depicted colonial troops in the French and British armies as savages

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Document 4

Source: Behari Lal, Indian soldier in the British Indian army on the Western Front, letter to his family, November 1917. The letter was intercepted by British mail censors and was not delivered.

There is no likelihood of our getting rest during the winter. I am sure German prisoners would not be worse off in any way than we are. I had to go three nights without sleep, as I was on a truck, and the Europeans on the truck did not like to sleep next to me because I am an Indian. I am sorry the hatred between Europeans and Indians is increasing instead of decreasing, and I am sure the fault is not with the Indians. I am sorry to write this, which is not a hundredth part of what is in mind, but this increasing hatred and continued ill-treatment has compelled me to give you a hint.

Document 5

Source: Popular Egyptian protest song sung during the Egyptian revolt of 1919 against the British occupation of Egypt. The revolt led to Great Britain's recognition of Egypt's nominal independence in 1922.

Laborers and soldiers were forced to travel, leaving their land

They headed to the battlefields and the trenches!

And now the British blame us for revolting?

Behold the calamities you have caused! Had it not been for our laborers,

You and your troops would have been helpless in the desert sand!

Oh, you who are in authority, why didn't you go all alone to the Dardanelles?*

Oh Maxwell** now you feel the hardships, how does it feel?

The Egyptian is resilient; and now he is willing and able and can do anything.

His achievements are worthy of praise, and he will do his all to gain a constitution.

We are the sons of Pharaohs, which no one can dispute. . . .

*The Dardanelles, a narrow strait of water in northwest Turkey, was the site of the famous 1915–1916 Gallipoli campaign. During the campaign, Allied forces attacked the Ottoman Empire and were defeated.

**British commander in Egypt in 1915

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Document 6

Source: Hubert Reid, Jamaican veteran of a West Indian regiment in the British Army and leader of a labor union formed to defend the rights of Jamaican war veterans, petition to the British colonial government, 1935.

It has taken 17 years of countless petitions, marching through the streets of Kingston,* as well as agitations before we were given worthless lands in some of the most remote parts of the island without even a well-needed five-pound bill to assist us in making a shabby shelter, much less in trying to cultivate the place for an existence. In some cases, not even wild birds would care to inhabit the worthless lands that we were given. Not even an inch is suitable for cultivation, and as far as roads are concerned, the inaccessibility of the places renders that impossible.

*the Jamaican capital

Document 7

Source: Nar Diouf, African veteran of a West African regiment in the French army, interview for an oral history project, 1982.

My experience in the war gave me many lasting things. I demonstrated my dignity and courage, and I won the respect of my people and the [French colonial] government. In the years immediately after the war, whenever the people of my village had something to contest with the French—and they didn't dare do it themselves because they were afraid—I would go and take care of it for them. And many times when people had problems with the government, I would go with my war decorations and arrange the situation for them. Because whenever the French saw your decorations, they knew that they are dealing with a very important person. So I gained this ability—to obtain justice over the Europeans—from the war.

For example, one day a French military doctor was in our village, and there was a small boy who was blind. The boy was walking, but he couldn't see and he bumped into the Frenchman. And the Frenchman turned and pushed the boy down on the ground. And when I saw this, I came and said to the Frenchman: "Why did you push the boy? Can't you see that he is blind?" And he looked at me and said: "Oh, pardon, pardon. I did not know. I will never do it again, excuse me!" But before the war, it would not have been possible for me to interact like that with a European, no matter what he had done.

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Document-Based Question, First World War — 7 points

General Scoring Notes

- Except where otherwise noted, each point of these rubrics is earned independently; for example, a student could earn a point for evidence without earning a point for thesis/claim.
- **Accuracy:** The components of these rubrics require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity:** Exam essays should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described below.

Evaluate the extent to which the experience of the First World War changed relationships between Europeans and colonized peoples.

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Document-Based Question, First World War — 7 points

Reporting Category	Scoring Criteria	
Row A **Thesis/Claim** **(0-1 points)**	**0 points** Does not meet the criteria for one point.	**1 point** Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: • Are not historically defensible. • Only restate or rephrase the prompt. • Do not respond to the prompt. • Do not establish a line of reasoning. • Are overgeneralized.	**Responses that earn this point:** • The response must provide a historically defensible thesis or claim that establishes a position on the extent to which the experience of the First World War changed relationships between Europeans and colonized peoples. The thesis or claim must either provide some indication of the reason for making that claim OR establish categories of the argument.
	Examples that do not earn this point: **Provide a historically defensible claim, but do not establish a line of reasoning** • *"The First World War was a major turning point in the relationships between Europeans and colonized peoples in Africa and Asia."* **Establish a line of reasoning, but do not provide a historically defensible claim** • *"Since the Great War was mostly a European conflict, it had almost no influence on European colonies or colonial peoples."*	**Examples that earn this point:** **Establish a line of reasoning that evaluates the topic of the prompt** • *"Although many people in the colonies at first responded patriotically to the call to arms, their experiences during the war led to disillusionment and questioning of the colonial order."* **Establish a line of reasoning that evaluates the topic of the prompt with analytic categories** • *"Despite the sacrifices of colonial troops, the war did not change the basic political relationship between Europeans and their colonies. Europeans continued to view colonized peoples as inferior and, except for a few small cultural changes, did not take any meaningful steps toward giving them greater rights or self-rule after 1918."* **Establish a line of reasoning** • *"The experience of the First World War greatly changed the relationship between Europeans and colonized peoples because the war showed that Europeans needed colonial troops to fight their wars."* *(Minimally acceptable thesis/claim)*
	Additional Notes: • The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion (which may not be limited to the first or last paragraphs). • The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period.	

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<table>
<tr><th>Reporting Category</th><th colspan="2">Scoring Criteria</th></tr>
<tr><td rowspan="5">Row B
Contextualization
(0-1 points)</td><td>0 points
Does not meet the criteria for one point.</td><td>1 point
Describes a broader historical context relevant to the prompt.</td></tr>
<tr><td colspan="2">Decision Rules and Scoring Notes</td></tr>
<tr><td>Responses that do not earn this point:
Provide an overgeneralized statement about the time period referenced in the prompt.
Provide context that is not relevant to the prompt.
Provide a passing phrase or reference.</td><td>Responses that earn this point:
Accurately describe a context relevant to the First World War or interactions between Europeans and colonized peoples before or during the First World War</td></tr>
<tr><td>Examples that do not earn this point:
Do not provide context relevant to the topic of the prompt
“The Great War began as a relatively small conflict in the Balkans escalated into a global war. The systems of alliances, war strategies, and mobilization plans made it impossible to contain and stop the conflict.”</td><td>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:
The causes of the First World War
European empire-building in South Asia
The Scramble for Africa
Cultural, economic, or racial justifications of imperialism
Examples of acceptable contextualization:
“Both Great Britain and France had long recruited local troops in their colonies and had used them to suppress revolts and expand their colonial empires. When World War I started, it will be a ‘total war’ requiring all the resources countries could muster - so it was a foregone conclusion that these colonial armies will be used, whether on European fronts or in Asia and Africa.”
“During the Scramble for Africa, many European countries invaded African lands, creating colonies and drawing new borders.” (Minimally acceptable contextualization)</td></tr>
<tr><td colspan="2">Additional Notes:
The response must describe broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question that are relevant to the topic of the prompt.
To earn this point, the context provided must be more than a phrase or reference.</td></tr>
</table>

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<table>
<tr><th>Reporting Category</th><th colspan="3">Scoring Criteria</th></tr>
<tr><td rowspan="5">Row C
Evidence (0-3 points)</td><td colspan="3">Evidence from the Documents</td></tr>
<tr><td>0 points
Does not meet the criteria for one point.</td><td>1 point
Uses the content of at least three documents to address the topic of the prompt.</td><td>2 points
Supports an argument in response to the prompt using at least four documents.</td></tr>
<tr><td colspan="3">Decision Rules and Scoring Notes</td></tr>
<tr><td>Responses that do not earn points:
Use evidence from less than three of the documents
Misinterpret the content of the document
Quote, without an accompanying description, of the content of the documents
Address documents collectively rather than considering separately the content of each document</td><td>Responses that earn 1 point:
Accurately describe — rather than simply quote — the content from at least three of the documents to address the topic of the First World War and colonial relationships between Europeans and colonized peoples.
Examples of describing the content of a document:
Describe evidence from the documents relevant to the topic but do not use that evidence to support an argument
(Document 2) “Officer Kalyan Mukerji’s letter to a friend in India shows that the experience of war has changed his views of England so that now he sees English-style nationalism as nothing but an excuse to kill and conquer other people.”</td><td>Responses that earn 2 points:
Support an argument in response to the prompt by accurately using the content of at least four documents.
Examples of supporting an argument using the content of a document:
(Document 1): “John Chilembwe’s letter to the Nyasaland Times shows that Europeans’ need for African recruits has changed the relationship between colonizers and colonial peoples because the British in Nyasaland now have to appeal to Africans’ sense of duty and patriotism. But, after seeing how Europeans have treated their colonial subjects in peacetime, Chilembwe isn’t buying it.” (Uses evidence from the document to support an argument about how the First World War changed the relationships between Europeans and colonized peoples, as well as the attitudes towards those relationships)
(Document 5): “The lyrics of the Egyptian protest song demonstrate how the experience of World War I has given Egyptians greater confidence to assert their demands before their British colonial government. The song reminds the British of the contributions Egyptians made during the war and forcefully demands that Britain grant Egypt its own constitution.” (Uses evidence from the document to support an argument about how the experience of the war changed perceptions of the relationships between colonized peoples and Europeans)</td></tr>
<tr><td colspan="3">Additional Notes:
To earn two points, the four documents do not have to be used in support of a single argument—they can be used across sub-arguments or to address counterarguments.</td></tr>
</table>

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<table>
<tr><th>Reporting Category</th><th colspan="2">Scoring Criteria</th></tr>
<tr><td rowspan="6">Row C
(continued)</td><td colspan="2">Evidence beyond the Documents:</td></tr>
<tr><td>0 points
Does not meet the criteria for one point.</td><td>1 point
Uses at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument in response to the prompt.</td></tr>
<tr><td colspan="2">Decision Rules and Scoring Notes</td></tr>
<tr><td>Responses that do not earn this point:
Provide evidence that is not relevant to an argument about the prompt.
Provide evidence that is outside the time period or region specified in the prompt.
Repeat information that is specified in the prompt or in any of the documents.
Provide a passing phrase or reference.</td><td>Responses that earn this point:
Must use at least one specific piece of historical evidence relevant to an argument about the extent to which there were changes in relationships between Europeans and colonized people that resulted from the First World War.</td></tr>
<tr><td></td><td>Examples of specific and relevant evidence beyond the documents that earn this point include the following, if appropriate elaboration is provided:
Specific anti-imperial resistance movements, anti-colonial / pro-independence movements
Specific Western-educated independence / decolonization figures
Specific conflicts associated with colonialism or anti-colonialism
The League of Nations mandate system and its effects in holding back full independence during the interwar period
Specific Western-educated independence / decolonization figures
Examples of evidence beyond the documents relevant to an argument about the prompt:
“Many colonized people had hoped that after the end of the war they would be rewarded by their service by giving them fuller citizenship rights, if not outright independence. But the peace treaties left the British and French empires untouched and actually expanded them through the Mandate system.” (Provides a piece of evidence not in the documents relevant to an argument about the prompt)
“The British generally trusted their Indian troops and, before WWI broke out, had used in several campaigns outside of India, for example in East Africa and in China during the Boxer rebellion.” (Provides a piece of evidence not in the documents relevant to an argument about the prompt)</td></tr>
<tr><td colspan="2">Additional Notes:
Typically, statements credited as evidence will be more specific than statements credited as contextualization.
To earn this point, the evidence provided must be different from the evidence used to earn the point for contextualization.
To earn this point, the evidence provided must be more than a phrase or reference.
The point for evidence beyond the documents may be awarded for evidence that appears in any part of the response.</td></tr>
</table>

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Reporting Category	Scoring Criteria	
Row D **Analysis and Reasoning** **(0-2 points)**	**Sourcing**	
	0 points Does not meet the criteria for one point.	**1 point** For at least **two** documents, explains how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: • Explain sourcing for fewer than two of the documents. • Identify the point of view, purpose, historical situation, and/or audience but fail to explain how or why it is relevant to an argument. • Summarize the content or argument of the document without explaining the relevance of this summary to the point of view, purpose, historical situation, and/or audience.	**Responses that earn this point:** • Must explain how or why — rather than simply identifying — the document's point of view, purpose, historical situation, or audience is relevant to an argument that addresses the prompt for each of the two documents sourced.
	Examples that do not earn this point: **Identify the point of view, purpose, historical situation, and/or audience, but do not explain how or why it is relevant to an argument** • *"In document 7, the audience is the researcher and the people who will read it later."* **Summarize the content of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience** • *"The purpose of document 4 was as a letter to his family to communicate with them about the war."*	**Example of acceptable explanation of the relevance of the author's point of view:** • (Document 1): *"As an ordained minister, John Chilembwe is probably opposed to wars in general, but in the case of the First World War he is particularly against the idea of Africans serving because he can see that there is no higher purpose to the war than European political and economic gain."* *(Connects the point of view of the document relevant to an argument about European/colonial relationships)* **Example of acceptable explanation of the relevance of the author's purpose:** • (Document 3): *"Part of the French government's purpose in printing this postcard may have been to reassure the French population that African troops serving in France can be friendly and trustworthy. So even though the card shows Africans and French civilians sitting next to each other and smiling, it probably indicates that ordinary French people continued to be biased against Africans, even those fighting for their country."* *(Connects the audience of the document relevant to an argument about European/colonial relationships)* **Example of acceptable explanation of the relevance of the historical situation of a source:** • (Document 7): *"Nar Diouf's experiences in the war are recorded in the 1980s as part of an oral history project. So, he has the benefit of hindsight regarding both the end of the war and the end of French colonialism in Africa. From this perspective, it is understandable that Nar Diouf emphasizes the way in which being a veteran allowed him to be effective in helping his community resist the abuses of French colonizers."* *(Connects the historical situation of the document relevant to an argument about European/colonial relationships)*

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Reporting Category	Scoring Criteria	
Row D *(continued)*	**Sourcing**	
		Example of acceptable explanation of the relevance of the audience: • (Document 4): *"Even though someone writing a private letter to his family can be expected to share their honest opinion of a situation, this was not always the case with soldiers' letters during the war. The reason for that was that soldiers knew that government censors often read their letters and could decide not to deliver them if they thought they revealed something secret or could be bad for people's morale. For example, Behari Lal's letter says that what he is writing 'is not a hundredth part' of what is on his mind, suggesting that his experiences were actually much worse than he reveals in the letter."* *(Connects the audience of the document relevant to an argument about European/colonial relationships)*

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Reporting Category	Scoring Criteria	
Row D *(continued)*	**Complexity**	
	0 points Does not meet the criteria for one point.	**1 point** Demonstrates a complex understanding of the historical development that is the focus of the prompt through sophisticated argumentation and/or effective use of evidence.
	Decision Rules and Scoring Notes	
		Responses that earn this point: May demonstrate a complex understanding through sophisticated argumentation that is relevant to the prompt. This may be done in a variety of ways, such as: • Explaining multiple themes or perspectives to explore complexity or nuance; OR • Explaining multiple causes or effects, multiple similarities or differences, or multiple continuities or changes; OR • Explaining both cause and effect, both similarity and difference, or both continuity and change; OR • Explaining relevant and insightful connections within and across periods or geographical areas. These connections should clearly relate to an argument that responds to the prompt. May demonstrate a complex understanding through effective use of evidence relevant to an argument that addresses the prompt. This may be done in a variety of ways, such as: • Effectively using **seven** documents to support an argument that responds to the prompt; OR • Explaining how the point of view, purpose, historical situation, and/or audience of at least **four** documents supports an argument that responds to the prompt; OR • Using documents and evidence beyond the documents effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt.
		Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided: • Analyzing multiple variables, such as the different effects of wartime experiences on the relationship between Europeans and colonized peoples. For example, an argument that the war both fostered and eroded colonial soldiers' loyalty and patriotism for their colonial empires, as the early enthusiasm for the war gave way to disillusionment and the realization that their sacrifices have been in vain. *(Explains nuance)*

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Reporting Category	Scoring Criteria	
Row D *(continued)*	**Complexity**	
		• Analyzing multiple variables by arguing that wartime experiences sometimes challenged Europeans' sense of cultural superiority over Africans and Asians and sometimes reinforced these prejudices. *(Explains nuance)* • Explaining how some colonial leaders hoped that the wartime contributions of African and Asian troops would convince colonial powers to grant broader autonomy to the colonies and, when these hopes failed to materialize, Africans and Asians increasingly turned to nationalism. *(Explains relevant and insightful connections)* • Explaining how the war transformed European culture by leading Europeans (much as it did Africans and Asians) to question the accepted social and cultural norms. *(Explains relevant and insightful connections)* • Explaining relevant and insightful connections across periods, such as explaining how wars sometimes prove to be important political or cultural turning points. For example, the effects on the Napoleonic Wars on Latin American independence movements. *(Explains relevant and insightful connections)* • Corroborating multiple perspectives, such as explaining how different documents and other pieces of evidence corroborate an argument in spite of the differing perspectives of the authors. *(Demonstrates a sophisticated understanding of different perspectives)*
	Additional Notes: • This complex understanding must be part of the argument and may be demonstrated in any part of the response. • While it is not necessary for this complex understanding to be woven throughout the response, it must be more than merely a phrase or reference. • To earn a point for complexity by using seven documents in support of an argument, there must be an attempt to use all seven documents to effectively support an argument, but the use of the documents may be unevenly or inconsistently developed, or the document use may be weaker in one or two instances.	

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Document Summaries

Document	Summary of Content	Explains the relevance of point of view (POV), purpose, situation, and/or audience by elaborating on examples such as:
1. John Chilembwe, letter to *Nyasaland Times*, 1914	• Criticizes the duplicity of the British who, Chilembwe argues, have maintained that Africans cannot be the equal to Europeans in peacetime but are now calling for Africans to share equally in the hardships and sacrifices of war.	• Within months of the outbreak of the war, the British have already begun recruiting African troops. (situation) • The author, an educated African (as evidenced by his being an ordained minister) is well aware of the narratives used to justify imperialism (for example the claim that "Africa had nothing to do with the civilized world" and turns these narratives around to point out the duplicity of British calls that Africans share equally in the hardships of war. (POV) • Because the letter is addressed to British settlers and colonial authorities in Nyasaland it states its objection in a relatively mild and measured way; nonetheless, the authorities ended up destroying the issue of the newspaper in which the letter was published. (audience)
2. Kalyan Mukerji, letter from the Iraq Front, 1915	• Denounces patriotism and nationalism, which the author blames for the bloodshed of the war. Argues that Indian youth have turned to political violence because they have been taught the politics of patriotism by Britain.	• The British used the colonial Indian army extensively on the Mesopotamian front in present-day Iraq, against the Ottoman Empire. (situation) • Because it is a private, front-line letter to a friend in India, the letter likely describes the author's real feelings about the war. (audience) • Alternatively, an essay may argue that the author knew all mail was read by censors, so he used the letter to convey his protest to the authorities. (audience)
3. French postcard of colonial troops in France, 1915	• The postcard shows three Black French colonial troops sitting in a bench in a French town with two French civilians. Both the soldiers and the civilians are smiling and appear comfortable together.	• Whether the photo was candid or staged, the fact that it was selected by the French government to print as a postcard suggests that it presents an idealized version of colonial troops wartime experiences. (purpose, POV) • The postcard is a response to German propaganda claiming that by deploying colonial troops on the Western Front, the French (and the British) were turning Europe over to "savages." The postcard counters that by suggesting that the real savages were the Germans - a common claim of French propaganda during the war. (situation)
4. Behari Lal, letter from the Western front, 1917	• Narrates the author's experience being transported together with British troops in a truck; the British troops would not sleep next to him because he was Indian. The author claims that a German prisoner would not have been any worse, and expresses regret that the war is exacerbating the "hatred" between Europeans and Indians.	• Written on the Western Front at a point in the war when it was clear that trench warfare with little or no gain would continue for a long time. (situation)

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Document	Summary of Content	Explains the relevance of point of view (POV), purpose, situation, and/or audience by elaborating on examples such as:
5. Egyptian protest song, 1919	• Addressing the British in general and General Maxwell in particular, the song recalls the contribution of Egyptian "laborers" to British the wartime effort in the Dardanelles campaign. The song claims that Egyptians are resilient and are "sons of Pharaohs" and highlights the Egyptians' determination to "gain a constitution."	• Colonies' dashed hopes of independence/autonomy in the aftermath of the war; resistance to colonial rule after the war. (situation) • The song seeks to rally ordinary Egyptians behind the cause of resisting the British by referring to Egypt's past glory under the Pharaohs and praising the Egyptian national character. (audience)
6. Hubert Reid, petition to British colonial authorities in Jamaica, 1935	• Claims that the "worthless lands" that Jamaican war veterans had received from the British colonial government after years of protests are worthless because of their poor location, lack of infrastructure, and lack of government financial support for veterans.	• Post-war veterans' rights movements; unkept promises made by the colonial authorities to former troops. (situation) • Since the purpose is to convince the Jamaica colonial authorities to expand veteran aid, the letter likely portrays veterans' fortunes as worse than they actually were. (purpose, POV) • The author is not only a veteran himself, but also a leader of a veterans' labor union, therefore he is likely to have a good grasp on the problems faced by Jamaican war veterans on the "macro" level - not just his own. (POV)
7. Nar Diouf, interview recalling post-war experiences in West Africa, 1982)	• Recounts the author's experiences in West Africa after he had served in the French Army during the war. The author argues his social standing was increased because of his wartime service and decorations. Other people in his village would ask him to represent them in their dealings with the French. The author narrates an episode in which he used the respect his service commanded to confront a French man being abusive to a blind African boy.	• Interview for an oral history project, many decades after the end of the war; the elapsed time may have affected the accuracy of the memories. (situation) • The interviewee speaks from the point of view of someone important in his community and highlights the importance of his experience in the war in enhancing his social standing; he also speaks from the vantage point of the 1980s, so he sees his experiences under colonialism from the vantage point of post-colonial Africa. (POV)

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Long Essay Question

2. In the period circa 1200 to 1800, agricultural practices around the world evolved in response to technological change, the spread and adoption of new crops, and the supply of and demand for agricultural labor.

   Explain how agriculture or agricultural practices shaped social, gender, or family structures in the period circa 1200 to 1800.

   Your response may focus on any example(s) of agriculture or agricultural practices during the period circa 1200 to 1800. You are not expected to address the entire time period in your response.

In your response you should do the following:

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using at least two pieces of specific and relevant evidence.
- Use historical reasoning (e.g., comparison, causation, continuity or change) to frame or structure an argument that addresses the prompt.
- Demonstrate a complex understanding of a historical development related to the prompt through sophisticated argumentation and/or effective use of evidence.

  You are not expected to address the entire time period in your response. You may choose to focus on one (or more) historical development(s) referenced in the prompt.

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Question 2: Long Essay Question, Agriculture and Society 1200 to 1800 — 6 points

General Scoring Notes

- Except where otherwise noted, each point of these rubrics is earned independently; for example, a student could earn a point for evidence without earning a point for thesis/claim.
- **Accuracy:** The components of these rubrics require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity:** Exam essays should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described below.

In the period circa 1200 to 1800 agricultural practices around the world evolved in response to technological change, the spread and adoption of new crops, and the supply and demand for agricultural labor.

Explain how agriculture or agricultural practices shaped social, gender, or family structures in the period circa 1200 to 1800.

Your response may focus on any example(s) of agriculture or agricultural practices during the period circa 1200 to 1800. You are not expected to address the entire time period in your response.

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<table>
<tr><th>Reporting Category</th><th colspan="2">Scoring Criteria</th></tr>
<tr><td rowspan="6">Row A
Thesis/Claim
(0-1 points)</td><td>0 points
Does not meet the criteria for one point.</td><td>1 point
Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.</td></tr>
<tr><td colspan="2">Decision Rules and Scoring Notes</td></tr>
<tr><td>Responses that do not earn this point:
Are not historically defensible.
Only restate or rephrase the prompt.
Do not respond to the prompt.
Do not establish a line of reasoning.
Are overgeneralized.</td><td>Responses that earn this point:
Provide a historically defensible thesis or claim about how agriculture or agricultural practices shaped social, gender, or family structures in the period circa 1200 to 1800. The thesis or claim must either provide some indication of the reason for making that claim OR establish categories of the argument.</td></tr>
<tr><td>Examples that do not earn this point:
Provide a restatement of the prompt
“Agricultural practices affected gender and family structures during this period.”
Provide a historically defensible claim, but do not establish a line of reasoning
“New crops and labor systems changed societies.”
Provide overgeneralized or vague claims
“Agriculture affected everyone’s life in different ways.”</td><td>Examples that earn this point:
Establish a line of reasoning that evaluates the topic of the prompt
“The development of plantation agriculture based on enslaved labor in the 1600s had a profound impact on social structures as it created new social hierarchies in plantation societies and led to major gender and family dislocations both in Africa and in the Americas.”
Establish a line of reasoning that evaluates the topic of the prompt with analytic categories
“Agriculture shaped social and family structures, especially from 1500-1700, by reinforcing traditional social hierarchies in many regions, while the introduction of new crops and plantation labor systems transformed gender roles and household organizations in others.”
Establish a line of reasoning
“Between 1200 and 1800, agriculture shaped social and family structures by determining labor roles within households.” (Minimally acceptable thesis/claim)</td></tr>
<tr><td colspan="2">Additional Notes:
The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion (which may not be limited to the first or last paragraphs).
The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period.</td></tr>
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<tr><th>Reporting Category</th><th colspan="2">Scoring Criteria</th></tr>
<tr><td rowspan="6">Row B
Contextualization
(0-1 points)</td><td>0 points
Does not meet the criteria for one point.</td><td>1 point
Describes a broader historical context relevant to the prompt.</td></tr>
<tr><td colspan="2">Decision Rules and Scoring Notes</td></tr>
<tr><td>Responses that do not earn this point:
Provide an overgeneralized statement about the time period referenced in the prompt.
Provide context that is not relevant to the prompt.
Provide a passing phrase or reference.</td><td>Responses that earn this point:
Accurately describe a context relevant to agriculture and social, gender, or family structures in the period circa 1200 to 1800 .</td></tr>
<tr><td>Examples that do not earn this point:
Do not provide context relevant to the topic of the prompt
"The domestication of plants and animals led to a more reliable supply of food."
Provide passing phrase or reference
“Since time immemorial, most people have been living off the land.”</td><td>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:
The persistence of agrarian economies across Afro-Eurasia
The persistence of family labor for subsistence farming
States and empires depending on agricultural production to generate tax revenues
Patterns of landownership and land inheritance
Agricultural labor shortage creating the need to bind labor to the land
The expansion of land-based empires (such as the Ottoman, Mughal, Ming/Qing, and Spanish empires)
The spread of new crops across regions through trade and conquest
Patriarchal gender roles
The growth of plantation agriculture in the Americas
Changes in agricultural practices and/or need for agricultural labor contributing to industrialization in Western Europe
Example of acceptable contextualization:
“The reliance on agriculture had influenced most societies in the period before 1200 to develop separate but largely overlapping gender roles, where most men and women worked the land together with their extended families.”
"During the period from 1200 to 1800, agriculture was the main economic activity in most societies around the world." (Minimally acceptable contextualization)</td></tr>
<tr><td colspan="2">Additional Notes:
The response must describe broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question that are relevant to the topic of the prompt.
To earn this point, the context provided must be more than a phrase or reference.</td></tr>
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Reporting Category	Scoring Criteria		
Row C **Evidence** **(0-2 points)**	**0 points** Does not meet the criteria for one point.	**1 point** Provides specific examples of at least **two** pieces of evidence relevant to the **topic** of the prompt.	**2 points** Supports an **argument** in response to the prompt using at least **two** pieces of specific and relevant evidence.
	Decision Rules and Scoring Notes		
	Responses that do not earn points: • Identify a single piece of evidence. • Provide evidence that is not relevant to the topic of the prompt. • Provide evidence that is outside the time period or region specified in the prompt. • Repeat information that is specified in the prompt.	**Responses that earn 1 point:** • Identify at least two specific historical examples relevant to agriculture and social, gender, or family structures in the period circa 1200 to 1800.	**Responses that earn 2 points:** • Use at least two specific historical examples to support an argument regarding how agriculture or agricultural practices shaped social, gender, or family structures in the period circa 1200 to 1800.
	Examples that do not earn points: **Provide evidence that is outside the time period specified in the prompt** • *"One thing that had a huge impact on agriculture and social structures was the Green Revolution."*	**Examples of evidence that are specific and relevant include the following (two examples required):** • The use of serfdom in Europe, which tied peasant families to land and reinforced rigid social hierarchies and inherited status • The agricultural revolution in Great Britain, including the enclosure movement, which increased agricultural productivity but displaced peasants • The adoption of Champa rice in Song and later Yuan/ Ming China, which increased agricultural productivity and intensified household labor and population growth • The spread of maize and potatoes through the Columbian Exchange, which altered diets and supported population growth in Europe, Africa, and Asia • The *mit'a* labor system in the Andes, which required male household labor for state agricultural and mining projects, reshaping family responsibilities • The expansion of cash-crop agriculture tied to industrial production that reinforced systems of coerced labor **Example of a statement that earns one point for evidence:** • *"Serfdom in Europe tied peasant families to agricultural land, and the spread of new crops like maize increased agricultural production in many regions ."*	**Examples that successfully support an argument with evidence:** • *"Because agriculture provided the main means of subsistence for most cultures around the world, ownership of agricultural land became a source of constant tension in many societies. Peasant revolts, such as the Wat Tyler rebellion in England severely challenged the existing social order and sometimes even brought down states or empires, as seen in the collapse of the Yuan Dynasty in China as a result of the Red Turban revolts."* *(Uses evidence to support an argument about control over agricultural land resulting in peasant revolts that affected social structures)* • *"Practices such as chattel slavery in the Americas and serfdom in Medieval Europe or post-1500 Russia developed in many parts of the world because agriculture remained extremely labor-intensive and landowners always faced the prospect of labor shortages. In this context, forced labor systems became a feature affecting many societies around the world."* *(Uses evidence to support an argument about agricultural practices affecting societies by creating the conditions for the development of coerced labor systems.)* • *"Toward the end of the period, Western Europe experienced the so-called 'Agricultural Revolution' with better use of fertilizer, improved crop rotation methods, and the increased cultivation of crops such as the potato produced higher yields. The result was surplus labor in the countryside and large-scale labor migrations to cities, which ultimately helped the region industrialize."* *(Uses evidence to support an argument about changes in agricultural practices leading to social change)*
	Additional Notes: • Typically, statements credited as evidence will be more specific than statements credited as contextualization. • If a response has a multipart argument, then it can meet the threshold of two pieces of evidence by giving one example for one part of the argument and another example for a different part of the argument, but the total number of examples must still be at least two.		

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Reporting Category	Scoring Criteria		
Row D **Analysis and Reasoning Complex Understanding** **(0-2 points)**	**0 points** Does not meet the criteria for one point.	**1 point** Uses historical reasoning [e.g. comparison, causation, continuity and change] to frame or structure an argument that addresses the prompt.	**2 points** Demonstrates a complex understanding of the historical development that is the focus of the prompt through sophisticated argumentation and/or effective use of evidence.
	Decision Rules and Scoring Notes		
	Responses that do not earn points: • May include evidence but offer no reasoning to connect the evidence to an argument. • May assert the use of historical reasoning but does not use it to frame or structure an argument.	**Responses that earn 1 point:** • Must demonstrate the use of historical reasoning to frame or structure an argument about how agriculture or agricultural practices in the period circa 1200 to 1800 shaped social, gender, or family structures around the world. The reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking specificity.	**Responses that earn 2 points:** May demonstrate a complex understanding through sophisticated argumentation that is relevant to the prompt. This may be done in a variety of ways, such as: • Explaining multiple themes or perspectives to explore complexity or nuance; OR • Explaining multiple causes or effects, multiple similarities or differences, or multiple continuities or changes; OR • Explaining both cause and effect, both similarity and difference, or both continuity and change; OR • Explaining relevant and insightful connections within and across periods or geographical areas. These connections should clearly relate to an argument that responds to the prompt. May demonstrate a complex understanding through effective use of evidence relevant to an argument that addresses the prompt. This may be done in a variety of ways that might include: • Explaining how multiple pieces of specific and relevant evidence [at least **four**] support a nuanced or complex argument that responds to the prompt; OR • Using evidence effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt.

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Reporting Category	Scoring Criteria		
	Examples that do not earn points: **Provide evidence but do not connect it to an argument:** • *"The mit'a system was developed by the Inca Empire and required most subjects of the Inca emperor to pause their agricultural work every year and do work of the government for a certain number of days instead."*	**Using a historical reasoning process to frame or structure an argument could include:** • Explaining how agriculture in the pre-modern period influenced social, gender, or family structures, for example by explaining how the need for farm labor led to families having more children and extended families staying together to combine their resources for agricultural work . • Explaining how changes in agricultural practices led to changes in social, gender, or family structures, for example explaining how the change from free to unfree peasant labor (serfdom) resulted in changes in family size as land inheritance was no longer an issue facing farmers living in serfdom. **Example of acceptable use of historical reasoning:** • *"While Russian serf families were legally tied to land and often remained intact across generations, enslaved families in the Americas faced forced separation, demonstrating that different agricultural labor systems shaped family stability in distinct ways." (Indicates a difference in the impact of labor systems on family structure based on geographic region.)*	**Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided:** • Develops a nuanced argument that explains that even though the demands of agriculture often led families to adopt more egalitarian gender roles, that did not mean that patriarchal social structures were fundamentally challenged, as peasant women were still the ones primarily responsible for household management and childcare. *(Explains nuance)* • Explains both continuities and changes in the ways that agriculture shaped social, gender, and family structures, using multiple pieces of evidence from a variety of historical contexts. For example explaining how the economic pressures of agricultural labor led to various forms of resistance, flight, or migration in both free and unfree agricultural societies, as seen, for example, in Chinese peasants fleeing high land taxes and debt through migration, enslaved Africans on plantations in the Americas establishing maroon communities, or Russian peasants subject to serfdom fleeing their lands and joining Cossack settlements. *(Explains both similarities and differences, uses multiple pieces of specific and relevant evidence)*
	Additional Notes: • To earn the first point for analysis and reasoning, the response must use historical reasoning to structure a response to the prompt, although the reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking in specificity. • This complex understanding must be part of the argument and may be demonstrated in any part of the response. • While it is not necessary for this complex understanding to be woven throughout the response, it must be more than merely a phrase or reference.		

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