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# Teacher Guide for AP World History

2018-19

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# Welcome

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Dear Colleagues:

The 2018 implementation of new Advanced Placement Program® classroom resources and annual processes is built on years of conversations with AP educators, who have the best understanding of the rewards and opportunities of offering challenging college-level coursework in high school. We believe that teachers deserve more effective resources, yearlong support, and meaningful feedback to help students develop the skills they need for success on the AP Exam, in college, and beyond.

An important component of the 2018 implementation is the creation of new resources for teachers and students. These resources have been designed to build student understanding over time through multiple exposures to concepts and incremental development of practices and skills. As part of your participation in the 2018 implementation of new AP classroom resources and annual processes, you will have access to selected resources before they launch worldwide in 2019-20.

On behalf of the College Board and the Advanced Placement Program, thank you for being a part of the 2018 implementation. As you implement the resources, we look forward to hearing from you and continuing to develop features that best serve teachers and students.

# Teaching AP World History By Design

The AP World History course is designed to be taught chronologically, requiring students to develop three interconnected dimensions throughout the year:

- Disciplinary Practices
  - Analyzing Historical Evidence:
  - Primary and Secondary Sources
  - Argument Development
- Reasoning Skills
  - Contextualization
  - Comparison
  - Causation
  - Change and Continuity Over Time
- Themes
  - Interactions Between Humans and the Environment (ENV)
  - Development and Transformation of Social Structures (SOC)
  - Creation, Expansion, and Interaction of Economic Systems (ECON)
  - Development and Interaction of Cultures (CUL)
  - State Building, Expansion, and Conflict (SB)



The resources incorporate these three dimensions and have been developed to provide a cohesive, unified experience throughout the course.

**Historical Periods:** The resources are divided into seven units – one unit for each chronological period with the exception that period three is divided into two units.

- **Unit 1:** Period 1 – Technological and Environmental Transformations (to c. 600 B.C.E.)
- **Unit 2:** Period 2 – Organization and Reorganization of Human Societies (c. 600 B.C.E. to c. 600 C.E.)
- **Unit 3:** Period 3 – Regional and Interregional Interactions (c. 600 C.E. to c. 1450)
- **Unit 4:** Period 3 *continued* – Expansion of Empires (c. 600 C.E. to c. 1450)
- **Unit 5:** Period 4 – Global Interactions (c. 1450 to c. 1750)
- **Unit 6:** Period 5 – Industrialization and Global Integration (c. 1750 to c. 1900)
- **Unit 7:** Period 6 – Accelerating Global Change and Realignment (c. 1900 to the Present)

**Disciplinary Practices:** There are two major disciplinary practices that represent what historians do in the practice of their work - analyze historical evidence and develop arguments about historical developments, processes, and events. Each of these practices is divided into sub-practices that represent specific parts of the practices that students should master. Throughout the course, students should have opportunities to engage in these sub-practices so that by the end of the course, students can demonstrate proficiency in the disciplinary practices.

The disciplinary practices and sub-practices are:

<b>Practices</b>	<b>Sub-practices</b> <i>increase in complexity</i>		
<p><b>Analyzing Historical Evidence: Primary Sources</b></p> <p><i>In order to develop their explanations about the past, historians examine historical evidence, such as diaries, letters, speeches, works of art, and other artifacts.</i></p>	<p>Describe historically relevant information and/or arguments within a source</p>	<p>Explain how a source provides information about the broader historical setting within which it was created.</p> <p>Explain how a source's point of view, purpose, historical situation, and/or audience might affect a source's meaning.</p>	<p>Explain the relative historical significance of a source's point of view, purpose, historical situation, and/or audience.</p> <p>Evaluate a source's credibility and/or limitations.</p>
<p><b>Analyzing Historical Evidence: Secondary Sources</b></p> <p><i>Historians also use the work of other historians to deepen their understanding of historical developments, processes, and events.</i></p>	<p>Describe the claim or argument of a secondary source, as well as the evidence used.</p> <p>Describe a pattern or trend in quantitative data in non-text based sources.</p>	<p>Explain how a historian's claim or argument is supported with evidence.</p> <p>Explain how a historian's context influences the claim or argument.</p>	<p>Analyze patterns or trends in quantitative data in non-text-based sources.</p> <p>Evaluate the effectiveness of a historical claim or argument.</p>
<p><b>Argument Development</b></p> <p><i>Historians write arguments based on specific historical evidence and reasoning processes.</i></p>	<p>Make a historically defensible claim in the form of an evaluative thesis.</p>	<p>Support an argument using specific and relevant evidence.</p> <p>Use historical reasoning to explain relationships among pieces of historical evidence.</p>	<p>Consider ways that diverse or alternative evidence could be used to qualify or modify an argument.</p>

**Reasoning Skills:** There are four main reasoning skills that represent different ways that historians think about and understand historical developments and processes. Each reasoning skill is divided into sub-skills that scaffold the skills over time. Throughout the course, students should have opportunities to practice each of the reasoning skills with different content from key concepts and thematic learning objectives. By the end of the course, students should be able to demonstrate proficiency in each aspect of the skills and in a variety of contexts.

The reasoning skills and sub-skills are:

Skills	Sub-skills <i>increase in complexity</i>		
<b>Contextualization</b>			
<i>Context refers to the historical situation in which historical developments, processes, and events occurred.</i>	Describe an accurate historical context for a specific historical development or process.	Explain how a relevant context influenced a specific historical development or process.	Use context to explain the relative historical significance of a specific historical development or process.
<b>Comparison</b>			
<i>Students should be able to compare different historical developments, processes, and events on specific criteria and characteristics.</i>	Describe similarities and/or differences between different historical developments or processes.	Explain relevant similarities and/or differences between specific historical developments and processes.	Explain the relative historical significance of similarities and/or differences between different historical developments or processes.
<b>Causation</b>			
<i>Causation involves both the causes and effects of historical developments, processes, and events.</i>	Describe causes and effects of a specific historical development or process.	Explain the relationship between causes and effects of a specific historical development or process.  Explain the difference between primary and secondary causes and between short-and long-term effects.	Explain the relative historical significance of different causes and/or effect.
<b>Change and Continuity Over Time</b>			
<i>Historians often consider how circumstances and societies have changed or stayed the same over time.</i>	Describe patterns of continuity and/or change over time.	Explain patterns of continuity and/or change over time.	Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change.



**Themes:** The five themes of the AP World History course help focus the broader historical developments and processes that link together individual historical events. Each theme recurs in each period, allowing students to make thematic connections across time. They also recur in multiple geographic contexts, allowing for connections across space. Within each theme there are thematic learning objectives, which describe what students should be able to do with the content outlined in the key concepts. Each key concept is linked to one or more thematic learning objective. The AP World History themes are:

- Interactions Between Humans and the Environment (ENV)
- Development and Transformation of Social Structures (SOC)
- Creation, Expansion, and Interaction of Economic Systems (ECON)
- Development and Interaction of Cultures (CUL)
- State Building, Expansion, and Conflict (SB)

### Instructional Focus

For each theme, one or more instructional focus identifies content to focus on in each lesson.

**Challenging Content and Concepts:** Student performance on previous exams, teacher and student surveys, and other data have shown that students often find some content and concepts more challenging than others. By using this teacher guide, you will provide students several opportunities to engage with each of these challenging areas, as the concepts recur in multiple units and in different content contexts. These challenging areas are highlighted in the curriculum map described later in this guide, and include:

- **ENV-2:** Explain how environmental factors and technology affected patterns of human migration and settlement over time.
  - Establishment of River Valley Civilizations
  - European Exploration
  - Bantu and Polynesian Migrations
- **ENV-3:** Evaluate the extent to which migration, population, and urbanization affected the environment over time.
  - Spread of Disease and Demographic Effects
  - Columbian Exchange
- **CUL-1:** Explain how religions, belief systems, philosophies, and ideologies originated, developed, and spread as a result of expanding communication and exchange networks.
  - Development of Hinduism, Buddhism, Judaism, Christianity, and Islam
  - Religious Reform Movements
  - Spread of Christianity, Hinduism, Buddhism, and Islam
- **SB-1:** Explain how different forms of governance have been constructed and maintained over time.
  - River Valley Civilizations
  - First Empires, Including Persian and Gupta
  - Gunpowder Empires
  - European and Japanese Imperialism
- **SB-2:** Explain how and why different functions and institutions of governance have changed over time.
  - River Valley Civilizations
  - First Empires, Including Persian and Gupta
  - Gunpowder Empires
  - European and Japanese Imperialism
- **SB-4:** Explain how and why internal and external political factors have influenced the process of state building, expansion, and dissolution.
  - Atlantic Revolutions
  - Anti-imperialism
- **ECON-7:** Explain how local, regional, and global economic systems and exchange networks have influenced and impacted each other over time.
  - Early Afro-Eurasian Trade
  - Industrialization
  - Transoceanic Trade
- **SOC-5:** Explain how social categories, roles, and practices have been maintained or challenged over time.
  - Social Institutions and Structures in Judaism, Confucianism, Christianity, and Islam
  - Enlightenment and the Influence of Science
  - Human Rights and Changing Assumptions about Class, Gender, and Race
  - Diffusion of Religions and Changes in Social Institutions and Structures
  - The Holocaust

# Implementing AP Resources

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The resources created for AP World History are designed to be directly implemented into the course curriculum.



## Dashboard

shows class and student performance for individual assignments and unit tests



## Teacher Guide and Unit Guides

include a course curriculum map that provides suggested pacing and sequence for course content and skills

### Topics

describe instructional focus for unit lessons

### Focus Topics

focus on and scaffold specific content and skill development



## Teacher Modules (Scoring Training)

online professional development resources including AP test scoring information, sample questions, instructional activities, and other resources



## Lesson Plans and Focus Topic Quizzes

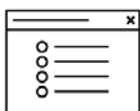
tie to the focus topics and let students practice the skills that are so important in this course

test students' understanding of challenging and foundational or important concepts



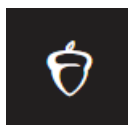
## Question Bank

access to a bank of released summative AP exam questions, plus new questions aligned to the AP World History units



## Unit Tests

formative, scaffolded questions that test students' performance on the key content and skills outlined in the beginning of each unit



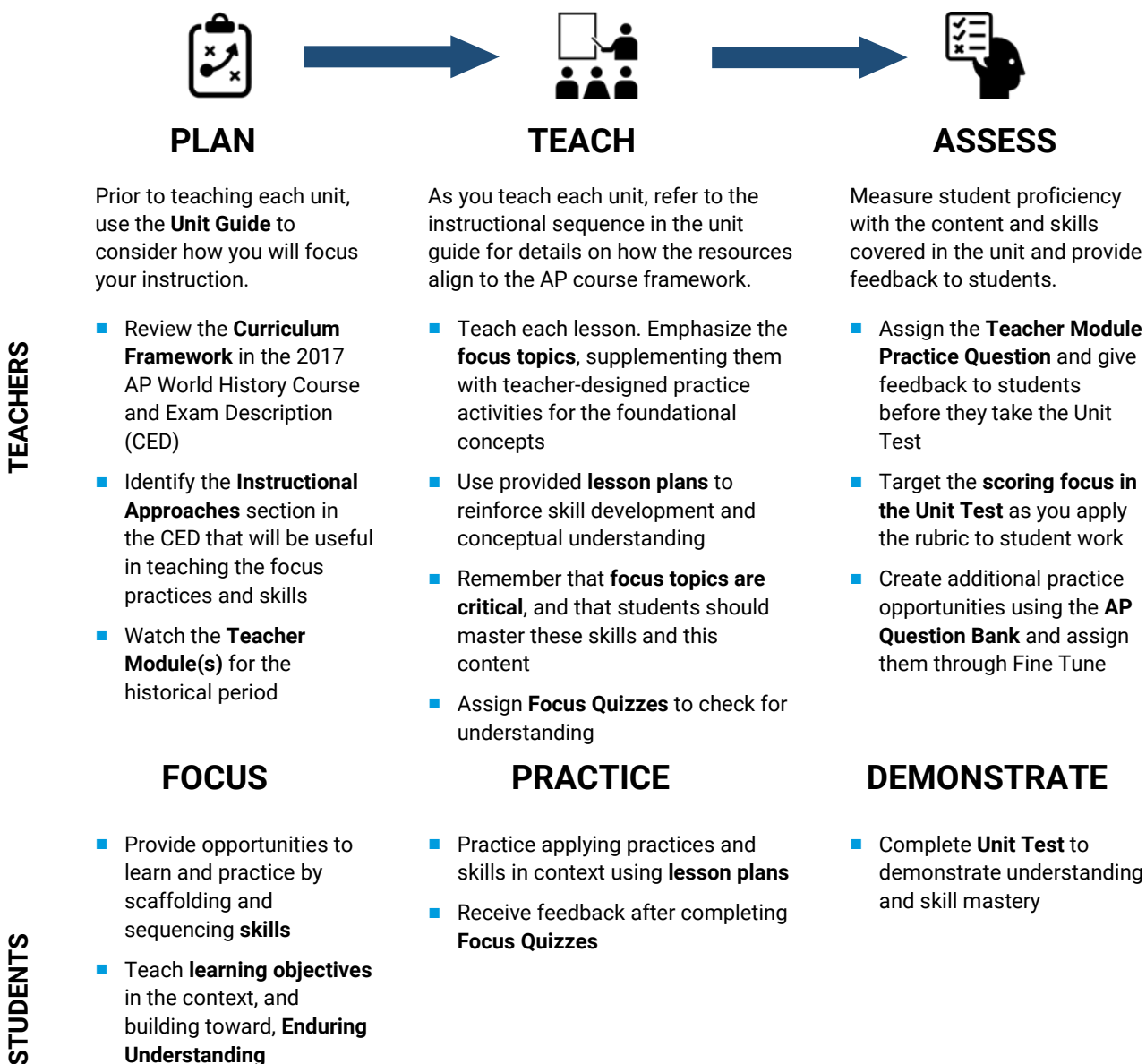
## Links to Other College Board Resources

connections to classroom resources available on AP Central, Summer 2018 APSI materials, and where to go for more information in the Teacher Modules

## Using this Guide

Integrate the World History resources throughout the course to help students develop disciplinary practices, reasoning skills, and thematic understandings. Follow the instructional model outlined below to incorporate the numerous resources into your classroom.

### Instructional Model



### Scope and Sequence of Skills and Content

The sub-practices and sub-skills serve as scaffolding for the respective practices and skills. These scaffolded practices and skills have been sequenced in a developmentally appropriate way across the course. The following pages provide a visual overview called The Practices and Skills Progression. The themes have been spiraled throughout the course to build conceptual understanding. This is illustrated in a visual overview called The Learning Progression.

# The Practices and Skills Progression

		Unit 1		Unit 2	
		Period 1 Technological and Environmental Transformations (to c. 600 B.C.E.)		Period 2 Organization and Reorganization of Human Societies (c. 600 B.C.E. to c. 600 C.E.)	
<b>Teaching Time</b> (45-60 min. periods)		<b>10–14 class periods</b>		<b>20–24 class periods</b>	
<b>FOCUS</b> Within each unit, focus on disciplinary practices and reasoning skills.		<b>CLAIMS</b>		<b>LINE OF REASONING</b>	
<b>Analyzing Historical Evidence</b>		<ul style="list-style-type: none"> <li>Identify and describe author's claims in a secondary source</li> <li>Identify and describe relevant evidence</li> <li>Identify purpose and audience in a primary source</li> <li>Explain purpose and audience in a primary source</li> <li>Identify situation and point of view in a primary source</li> </ul>		<ul style="list-style-type: none"> <li>Explain purpose and audience in a primary source</li> <li>Identify situation and point of view in a primary source</li> </ul>	
<b>Argument Development</b>				<ul style="list-style-type: none"> <li>Make a historically defensible claim in the form of a thesis statement</li> </ul>	
<b>Contextualization</b>				<ul style="list-style-type: none"> <li>Identify and describe context in a primary source</li> <li>Describe context of a historical event or process</li> <li>Explain context</li> </ul>	
<b>Comparison</b>		<ul style="list-style-type: none"> <li>Describe similarities and difference between historical processes</li> </ul>		<ul style="list-style-type: none"> <li>Explain how processes are different</li> </ul>	
<b>Causation</b>		<ul style="list-style-type: none"> <li>Identify the effects of historical processes</li> </ul>		<ul style="list-style-type: none"> <li>Identify effects of historical processes</li> <li>Identify causes of historical processes</li> </ul>	
<b>Change and Continuity Over Time</b>				<ul style="list-style-type: none"> <li>Identify effects of historical processes</li> <li>Identify causes of historical processes</li> <li>Explain primary causes and short-term effects</li> </ul>	
<b>Disciplinary Practices</b>					
<b>Reasoning Skills</b>					

<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>	<b>Unit 7</b>
<b><u>Period 3 cont.</u></b> Expansion of Empires (c. 600 C.E. to c. 1450)	<b><u>Period 4</u></b> Global Interactions (c. 1450 to c. 1750)	<b><u>Period 5</u></b> Industrialization and Global Integration (c. 1750 to c. 1900)	<b><u>Period 6</u></b> Accelerating Global Change and Realignment (c. 1900 to the Present)
<b>15–20 class periods</b>	<b>16–20 class periods</b>	<b>16–20 class periods</b>	<b>18–22 class periods</b>
	<b>SOURCE CREDIBILITY</b>	<b>CONNECTING SOURCES</b>	<b>ARGUMENT COMPLEXITY</b>
<ul style="list-style-type: none"> <li>• Provide specific examples of evidence relevant to the topic</li> <li>• Explain how or why the document’s point of view, purpose, historical situation or audience is relevant to an argument</li> <li>• Analyze patterns and trends in quantitative sources</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how or why the document’s point of view, purpose, historical situation or audience is relevant to an argument</li> <li>• Evaluate a source’s credibility and limitations</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how or why the document’s point of view, purpose, historical situation or audience is relevant to an argument</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how or why the document’s point of view, purpose, historical situation or audience is relevant to an argument</li> <li>• Analyze patterns and trends in quantitative sources</li> </ul>
	<ul style="list-style-type: none"> <li>• Responds to the prompt with a historically defensible claim that establishes a line of reasoning (in a DBQ with 7 documents)</li> </ul>	<ul style="list-style-type: none"> <li>• Responds to the prompt with a historically defensible claim that establishes a line of reasoning (in a DBQ with 7 documents)</li> <li>• Selects relevant evidence from 6 documents to support an argument</li> <li>• Uses evidence to corroborate, qualify, or modify an argument</li> </ul>	<ul style="list-style-type: none"> <li>• Responds to the prompt with a historically defensible claim that establishes a line of reasoning (in a LEQ)</li> <li>• Supports an argument using specific and relevant pieces of evidence</li> <li>• Use historical reasoning to frame or structure an argument</li> <li>• Uses evidence to corroborate, qualify, or modify an argument</li> </ul>
<ul style="list-style-type: none"> <li>• Explain context</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the context</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the context</li> </ul>	<ul style="list-style-type: none"> <li>• Explain contextual significance</li> </ul>
<ul style="list-style-type: none"> <li>• Explain primary causes and short-term effects</li> <li>• Explain secondary causes and long-term effects</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how processes are similar</li> <li>• Explain the extent to which specific historical developments or processes are similar or different</li> <li>• Explain primary causes and short-term effects</li> <li>• Explain secondary causes and long-term effects</li> <li>• Explain relative historical significance of causes or effects</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the significance of similarities or differences</li> <li>• Explain relative historical significance of causes or effects</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the significance of similarities or differences</li> <li>• Explain relative historical significance of causes or effects</li> </ul>

# The Learning Progression

	Unit 1	Unit 2	Unit 3					
	<u>Period 1</u> Technological and Environmental Transformations (to c. 600 B.C.E.)	<u>Period 2</u> Organization and Reorganization of Human Societies (c. 600 B.C.E. to c. 600 C.E.)	<u>Period 3</u> Regional and Interregional Interactions (c. 600 C.E. to c. 1450)					
<b>Teaching Time</b> (45-60 min. periods)	10–14 class periods	20–24 class periods	12–16 class periods					
<p><b>TEACH</b></p> <p>Within each unit are multiple <b>focus topics</b>, each of which addresses a piece of challenging content tied to one reasoning skill and one theme.</p> <p>Use <b>resources for focus topics</b>, which include lesson plans and focus quizzes.</p> <p>Themes across the unit focus topics:</p> <table border="1" style="width: 100px;"> <tr><td style="background-color: #4a86e8; color: white;">CUL</td></tr> <tr><td style="background-color: #7ed321; color: white;">ECON</td></tr> <tr><td style="background-color: #c7e9c0; color: white;">ENV</td></tr> <tr><td style="background-color: #a6c9ec; color: white;">SB</td></tr> <tr><td style="background-color: #a6a6a6; color: white;">SOC</td></tr> </table>	CUL	ECON	ENV	SB	SOC	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <b>Environmental Factors in the Establishment of River Valley Civilizations</b>   <u>Focus Skill</u> Causation         </div> <div style="border: 1px solid black; padding: 5px;"> <b>River Valley Civilizations</b>   <u>Focus Skill</u> Comparison         </div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <b>Hinduism and Buddhism Develop</b>   <u>Focus Skill</u> Contextualization         </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <b>Judaism and Christianity Develop</b>   <u>Focus Skill</u> Contextualization         </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <b>Class, Gender, Race in Judaism, Confucianism, and Christianity</b>   <u>Focus Skill</u> Comparison         </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <b>Spread of Christianity, Hinduism, and Buddhism</b>   <u>Focus Skill</u> Causation         </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <b>Rise and Fall of Early Empires</b>   <u>Focus Skill</u> Comparison         </div> <div style="border: 1px solid black; padding: 5px;"> <b>Early Afro-Eurasian Trade</b>   <u>Focus Skill</u> Causation         </div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <b>Islam Develops</b>   <u>Focus Skill</u> Contextualization         </div> <div style="border: 1px solid black; padding: 5px;"> <b>Spread of Islam</b>   <u>Focus Skill</u> Change and Continuity Over Time         </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <b>Disease &amp; Demography</b>   <u>Focus Skill</u> Contextualization         </div>
	CUL							
	ECON							
	ENV							
	SB							
	SOC							
	<b>ASSESS</b>	11 Multiple-Choice Questions Short-Answer Question 1 Short-Answer Question 2	11 Multiple-Choice Questions Short-Answer Question Long Essay Question (Partial Question)	11 Multiple-Choice Questions Short-Answer Question Document-Based Question (Partial Question)				

<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>	<b>Unit 7</b>
<b>Period 3 cont.</b> Expansion of Empires (c. 600 C.E. to c. 1450)	<b>Period 4</b> Global Interactions (c. 1450 to c. 1750)	<b>Period 5</b> Industrialization and Global Integration (c. 1750 to c. 1900)	<b>Period 6</b> Accelerating Global Change and Realignments (c. 1900 to the Present)
15–20 class periods	16–20 class periods	16–20 class periods	18–22 class periods
<p>Overcoming Barrier to Migration</p> <p><b>Focus Skill</b> Causation</p>			
<p>Byzantine Empire</p> <p><b>Focus Skill</b> Change and Continuity Over Time</p>	<p>Exploration</p> <p><b>Focus Skill</b> Causation</p>	<p>Influence of Science on Ideologies about Class, Gender, and Race</p> <p><b>Focus Skill</b> Change and Continuity over Time</p>	<p>The Holocaust</p> <p><b>Focus Skill</b> Contextualization</p>
	<p>Long Distance Trade</p> <p><b>Focus Skill</b> Contextualization</p>	<p>Atlantic Revolutions</p> <p><b>Focus Skill</b> Causation</p>	<p>Anti-Imperialist Challenges to States and Empires</p> <p><b>Focus Skill</b> Change and Continuity Over Time</p>
	<p>Columbian Exchange</p> <p><b>Focus Skill</b> Causation</p>	<p>19th Century Trade Networks</p> <p><b>Focus Skill</b> Change and Continuity Over Time</p>	<p>Human Rights</p> <p><b>Focus Skill</b> Change and Continuity Over Time</p>
<p>Changing Ideologies about Class, Gender, and Race</p> <p><b>Focus Skill</b> Change and Continuity Over Time</p>	<p>Cultural &amp; Religious and Interactions</p> <p><b>Focus Skill</b> Change and Continuity Over Time</p>	<p>European and Japanese Imperialism</p> <p><b>Focus Skill</b> Comparison</p>	
	<p>Gunpowder Empires</p> <p><b>Focus Skill</b> Comparison</p>		

11 Multiple-Choice Questions

Short-Answer Question

Long Essay Question  
(Partial Question)

11 Multiple-Choice Questions

Short-Answer Question

Document-Based Question  
(Full Question)

11 Multiple-Choice Questions

Short-Answer Question

Document-Based Question  
(Full Question)

11 Multiple-Choice Questions

Short-Answer Question

Long Essay Question  
(Full Question)


## Applying Instructional Practices in AP World History

When teaching AP World History, certain instructional practices will help to increase student learning. Aim to include more of the practices in the *Increase* column below, while including less of the practices in the *Decrease* column.

Increase	Decrease
<p>Active learning in which students engage with historical evidence as they make historical interpretations</p> <ul style="list-style-type: none"> <li>▪ Reading primary and secondary sources</li> <li>▪ Inquiry and problem-based learning experiences</li> <li>▪ Discussion and debate</li> </ul>	<p>One-way transmission of information, during which students listen and receive information, for extended periods of time without opportunities for students to process information and develop historical interpretations</p> <ul style="list-style-type: none"> <li>▪ Reading and answering questions in a textbook</li> <li>▪ Presentations</li> <li>▪ Lectures</li> </ul>
<p>Making connections across multiple periods and geographic regions</p>	<p>Presentation of historical developments, processes, and events in isolation, without making connections across time</p>
<p>Focus on key concepts and themes to set a purpose for learning and promote deep understanding</p>	<p>Coverage of an extensive number of topics with no time for the development of understanding</p>
<p>Explicit modeling of reasoning skills and disciplinary practices</p>	<p>Assignment of activities and graphic organizers without instruction in the reasoning skills or disciplinary practices or explanation of how the activity or organizer helps develop the skill or practice</p>
<p>Scaffold reasoning skills and disciplinary practices, providing more supports early in the course and allowing for repeated practice</p>	<p>Assign students to do summative tasks, such as full DBQs or LEQs, without scaffolding or sequencing the skills and practices of historians</p>
<p>Scaffold the use of primary and secondary sources in developmentally and cognitively appropriate ways that are engaging and aligned to key concepts</p>	<p>Assign sources and focus questions on reading comprehension</p>
<p>Use of literacy strategies (including setting a purpose for reading, guided reading questions focused on historical thinking, and post-reading questions focused on connecting reading to course concepts) to support students' comprehension and analysis of texts</p>	<p>Expect that students know how to read, comprehend, and analyze texts in history</p>
<p>Provide meaningful practice with feedback prior to graded assessments</p>	<p>Assess students using summative assessments before students have had practice with feedback</p>
<p>Use feedback to encourage student reflection and further learning</p>	<p>Limit feedback to grammar and/or content errors, rather than also providing feedback related to reasoning skills and disciplinary practices and ways students can improve</p>



<b>AP World History</b>		<b>Unit 1</b>
<b>Period 1 - Technological and Environmental Transformations (to c. 600 B.C.E.)</b>	<b>Suggested Length: 10–14 class periods</b>	



PLAN

- Review the **Curriculum Framework** in the 2017 AP World History Course and Exam Description (CED)
- Identify the **Instructional Approaches** section in the CED that will be useful in teaching the **focus practices and skills**
- Watch the **Teacher Module: Analyzing Secondary Sources** in Periods 1 and 2

**OVERVIEW/CONTEXT**

- In the beginning of the year it is important to set the stage for understanding the thematic threads that will run throughout the course.
- While the actual “content” of the unit only represents 5% of the AP World History exam, it’s worth taking extra time to establish the foundation of the practice of history.
- Unit 1 introduces students to the ways historians construct interpretations, ultimately helping students begin to think like historians.
- Teachers may want to begin the course by connecting historical events and processes with students’ own lives, so that students can begin understanding what it means to think like a historian in a way that is related and relevant to their own lives.
- In this unit, students will explore early agricultural societies, the development of human societies, the establishment of civilizations, and technological and environmental transformations.
- By the end of the unit, students should be able to:
  - Identify claims and evidence to support those claims in secondary sources
  - Describe the similarities and differences between historical processes
  - Identify the purpose and/or audience of a primary source
  - Identify the situation in which a primary source was written and/or the point of view of the author

**INSTRUCTIONAL FOCUS FOR THE UNIT**

Instructional Emphasis for Disciplinary Practices	Resources
<p><b>Analyzing Historical Evidence – Primary Sources</b> <i>Explain how a source’s point of view, purpose, historical situation, and/or audience might affect the source’s meaning</i></p> <p>In order to understand a primary source and how it can be used as evidence, it is important to know about the source, its author, the situation in which it was created, and the relationship between the author and that situation. Students should be able to identify when the source was created, who the author was, and the author’s relationship to the event described in the source. They should also be able to identify why the author created the source and for whom. Depending on the source, some pieces of information will be more significant than others, and students should be able to identify when one aspect is more significant than the others.</p>	<ul style="list-style-type: none"> <li>• Teacher Module: Analyzing Primary Sources in Periods 2 and 3</li> <li>• Course and Exam Description: Instructional Approaches, pp. 152-159</li> <li>• APSI Lesson 4: Analyzing Primary Sources</li> <li>• Close Reading of Challenging Primary Sources</li> </ul>
<p><b>Analyzing Historical Evidence – Secondary Sources</b> <i>Describe the claim or argument of a secondary source, as well as the evidence used</i></p> <p>Secondary sources are in fact historical arguments. This means the historian has a claim, supports it with evidence, and uses historical reasoning to organize and analyze that evidence. Students should practice identifying historians’ claims and the evidence to support that claim. Helping students identify additional evidence that would support, corroborate, or refute a historian’s argument is another instructional strategy that helps build the skills of argumentation.</p>	<ul style="list-style-type: none"> <li>• Teacher Module: Analyzing Secondary Sources in Periods 1 and 2</li> <li>• Course and Exam Description: Instructional Approaches, pp. 159-160</li> <li>• APSI Lesson 5: Analyzing Secondary Sources</li> </ul>

Instructional Emphasis for Disciplinary Focus Skills	Resources
<p><b>Comparison</b> <i>Describe similarities and/or differences between different historical developments or processes</i></p> <p>Comparison includes identifying and describing the ways in which historical processes are similar to, and different from, each other. Students should be able to identify relevant and important categories for comparison and describe the similarities and differences between historical developments and processes.</p>	<ul style="list-style-type: none"> <li>• Teacher Module: Teaching and Assessing Comparison in Period 5</li> <li>• Course and Exam Description: Instructional Approaches, p. 163</li> <li>• APSI Lesson 7: Comparison and Contextualization</li> </ul>
<p><b>Causation</b> <i>Describe causes and/or effects of a specific historical development or process</i></p> <p>Historical causation includes examining both causes and effects of events and processes. Students should be able to identify the effects of historical developments and processes. Effects can be positive and/or negative and short or long term.</p>	<ul style="list-style-type: none"> <li>• Course and Exam Description: Instructional Approaches, p. 164</li> <li>• APSI Lesson 6: Chronological Reasoning</li> <li>• Lesson Plan: Environmental Factors in the Establishment of River Valley Civilizations</li> </ul>
Instructional Emphasis for Thematic Learning Objectives	Resources
<p><b>ENV-2</b> <i>Explain how environmental factors, disease, and technology affected patterns of human migration and settlement over time.</i></p> <p>Environmental factors, such as access to water and arable land, pulled humans to settle in certain areas. Other environmental factors, such as drought or famine pushed humans into new areas. In both cases, humans used technology to overcome geographic barriers.</p>	<ul style="list-style-type: none"> <li>• Teacher Module: Analyzing Secondary Sources in Periods 1 and 2 <ul style="list-style-type: none"> <li>◦ Teaching the Skill of Analyzing Secondary Sources with Challenging Topics: The Neolithic Revolution in Period 1</li> </ul> </li> <li>• Teacher Module: Argumentation in Period 3 <ul style="list-style-type: none"> <li>◦ Teaching the Skill of Argumentation with Challenging Topics: Learning about the Bantu Migration</li> </ul> </li> <li>• Course and Exam Description: <ul style="list-style-type: none"> <li>◦ Learning Objectives, p. 13</li> <li>◦ Concept Outline, p. 37-41</li> <li>◦ Instructional Approaches, p. 146</li> </ul> </li> <li>• Lesson Plan: Environmental Factors in the Establishment of River Valley Civilizations</li> </ul>
<p><b>SB-1</b> <i>Explain how different forms of governance have been constructed and maintained over time.</i></p> <p><b>SB-2</b> <i>Explain how and why different functions and institutions of governance have changed over time.</i></p> <p>Governments developed as a way to organize societies. The goals for that organization and the institutions tasked with meeting those goals have developed over time. Students must be able to trace the concept of empires and imperialism by comparing their similarities and differences across time and regions.</p>	<ul style="list-style-type: none"> <li>• Teacher Module: Analyzing Secondary Sources in Periods 1 and 2 <ul style="list-style-type: none"> <li>◦ Teaching the Skill of Analyzing Secondary Sources with Challenging Topics: Decline of Empires</li> </ul> </li> <li>• Teacher Module: Understanding Continuity and Change in Period 6 <ul style="list-style-type: none"> <li>◦ Teaching the Skill of Continuity and Change over Time in Period 6: Learning about the Post-World War I Collapse of Empires</li> </ul> </li> <li>• Course and Exam Description: <ul style="list-style-type: none"> <li>◦ Learning Objectives, pp. 18-19</li> <li>◦ Concept Outline, pp. 39-44</li> <li>◦ Instructional Approaches, p. 147</li> </ul> </li> </ul>



- Teach each lesson. Emphasize the **highlighted focus topics** supplementing them with teacher-designed practice activities for the foundational concepts.
- Use provided **lesson plans** (indicated with icons below) to reinforce skill development and conceptual understanding
- Remember that **focus topics are critical**, and that students should master these skills and this content
- Assign **Focus Quizzes** to check for understanding

## INSTRUCTIONAL SEQUENCE



Focus Topic



Focus Quiz



Lesson Plan Available

	Topic	LO	AP World History Content Outline	Content Emphasis	Instructional Focus	Skill and Practice Emphasis
1	Early Human Technologies	ENV-1	1.2.I	Role of technology, in particular agriculture, in the establishment of communities	Humans used new technologies to adapt the environment, often leading to the development of communities.	Causation
2	Neolithic Revolution	ENV-1	1.2.I	Role of technology, in particular agriculture, in the establishment of communities	Humans used new technologies to adapt the environment, often leading to the development of communities.	Causation
3	Early Human Economic Activities	ECON-4	1.1.I, 1.2.I, 1.2.II, 1.3.II	Economic advantages and disadvantages of foraging, pastoralism, and agriculture	Different societies chose to organize their main economic activities in different ways, depending on what types of activities they valued and had the knowledge and technology to participate in.	Comparison
4	Early Human Innovations	ECON-7	1.3.III	Effect of financial instruments and techniques on economic exchange	Innovations in financial and economic techniques led to expanded exchange networks.	Comparison
5	Environmental Factors in the Establishment of River Valley Civilizations	ENV-2	1.3.I, 1.3.II	Influence of environmental factors on migration & role of technology in overcoming barriers	Environmental factors, such as access to water and arable land, pulled humans to settle in certain areas. Other environmental factors, such as drought or famine, pushed humans into new areas. In both cases, humans used technology to overcome geographic barriers.	Causation: Identifying effects
6	River Valley Civilizations	SB-1, SB-2	1.3.II	Development of government and how its institutions and functions have changed and stayed the same	Governments developed as a way to organize societies. The goals for that organization and the institutions tasked with meeting those goals have developed over time.	Comparison: Identifying similarities and differences
7	Early Civilizations' Legal Codes	SOC-3	1.3.III	Influence of legal systems on maintaining or challenging class, gender, and racial ideologies	Ideologies about class, gender, and race often reflect a culture's values. Legal systems may maintain or challenge those ideologies.	Comparison
8	Culture in River Valley Civilizations	CUL-5	1.3.III	Arts reflect the innovation and creativity of a culture	Societies use art to express their values and culture.	Comparison
9	Cultural and Environmental Factors of Decline	SB-3	1.3.1, 1.3.III	Social, cultural, and environmental factors that led to state formation, expansion, and dissolution	States often initially developed among peoples that had common social and cultural values and backgrounds. Environmental factors, such as rivers and mountains, facilitated the development of states by providing natural boundaries and protections.	Causation



## ASSESS

- Assign the **Teacher Module Practice Question** and give feedback to students before they take the Unit 1 Test
- Target the **scoring focus** for Unit 1 as you apply the rubric to student work
- Create additional practice opportunities using the **AP Question Bank** and assign them through Academic Merit

### PRACTICE QUESTION

Before taking the Unit 1 Test, students may benefit from additional opportunities to receive feedback. You may assign the following sample free-response question from the Teacher Module to students and score your students' work according to the question rubric.

**Module** – Analyzing Secondary Sources in Periods 1 and 2

Practice Question and Description	Scoring Focus for Unit 1
<p><b>Periods 1 &amp; 2 Short-Answer Question</b> Students read an excerpt of an article from Jared Diamond about the agricultural revolution and explain examples that support and challenge Diamond's argument.</p>	<p><b>Analyzing Secondary Sources</b></p> <ul style="list-style-type: none"> <li>• Identify one example to support Diamond's argument</li> <li>• Explain one example to challenge Diamond's argument</li> </ul>

### UNIT TEST


For each unit in AP World History, there is a full, pre-assembled, Unit Test, which you may choose to assign to your students. This Unit Test will focus on the emphasized focus skills of the unit in the context of the unit content. This assessment includes 11 multiple-choice questions and 2 free-response questions.

The free-response questions throughout the course have been designed to build students' skills over the course of the year. For this reason, the scoring expectations and rubrics have been modified to reflect the instructional emphasis of the unit. Use these modified rubrics provided in Academic Merit as you assess students' progress toward mastery.

**Note:** The purpose of the Unit Test is not to predict how your students will do on the summative AP Exam; rather, it is meant to determine the level to which your students have mastered the focus practices and skills of the unit.

Free-Response Question	Scoring Expectation for Unit 1
Short-Answer Question 1	<ul style="list-style-type: none"> <li>• Describe the claim or argument of a secondary source</li> <li>• Describe two pieces of evidence to support the claim or argument of a secondary source</li> </ul>
Short-Answer Question 2	<ul style="list-style-type: none"> <li>• Describe relevant similarities and/or differences between different historical developments or processes</li> </ul>

<b>AP World History</b>		<b>Unit</b>
<b>Period 2 - Organization and Reorganization of Human Societies (c. 600 B.C.E. to c. 600 C.E.)</b>	<b>Suggested Length: 20-24 class periods</b>	<b>2</b>

	<input type="checkbox"/> Review the <b>Curriculum Framework</b> in the 2017 AP World History Course and Exam Description (CED) <input type="checkbox"/> Identify the <b>Instructional Approaches</b> section in the CED that will be useful in teaching the <b>focus practices and skills</b> <input type="checkbox"/> Watch the <b>Teacher Module: Analyzing Secondary Sources in Periods 1 and 2; Analyzing Primary Sources in Periods 2 and 3</b>
<b>PLAN</b>	

### OVERVIEW/CONTEXT

- In Unit 2, students deepen their understanding of the thematic threads by studying the development of religions, the establishment of empires, and the emergence of interregional networks of exchange.
- In this unit students will read and analyze primary sources, a skill that they will need to develop their own interpretations and arguments in future units. Because the “content” of the unit only represents 15% of the AP World History exam, it may be worthwhile to take some extra time to examine primary sources and how they can be used as evidence.
- By the end of the unit, students should be able to:
  - Identify the causes of a historical development or process
  - Identify the context in which a historical development or process took place
  - Explain the relationship between a historical development or process and its context
  - Explain the purpose and/or audience of a primary source
  - Explain how historical processes are different

### INSTRUCTIONAL FOCUS FOR THE UNIT

<b>Instructional Emphasis for Disciplinary Practices</b>	<b>Resources</b>
<p><b>Analyzing Historical Evidence – Primary Sources</b>  <i>Explain how the source provides information about the broader historical setting within which it was created</i></p> <p><i>Explain how a source’s point of view, purpose, historical situation, and/or audience might affect the source’s meaning</i></p> <p>In order to use a primary source as evidence, it is important to explain how that source, its purpose, and/or its intended audience are related to the claim being made by the author. Students should be able to explain how the intended purpose and audience impact the meaning of the source and how it can or cannot be used as evidence.</p>	<ul style="list-style-type: none"> <li>• Teacher Module: Analyzing Primary Sources in Periods 2 and 3</li> <li>• Course and Exam Description: Instructional Approaches, pp. 152-159</li> <li>• APSI Lesson 4: Analyzing Primary Sources</li> <li>• Close Reading of Challenging Primary Sources</li> </ul>
<p><b>Argument Development</b>  <i>Make a historically defensible claim in the form of an evaluative thesis</i></p> <p>Historians analyze a variety of evidence and use historical reasoning to explain relationships among those pieces of evidence in order to develop an argument. In the development of an argument, historians make a historically defensible claim, often presented as a thesis. They also contextualize the historical development or process about which they are writing. Students should be able to write a historically defensible thesis statement about a historical development or process, while also being able to explain how the development or process fits within a larger historical context.</p>	<ul style="list-style-type: none"> <li>• Teacher Module: Argument Development in Period 3</li> <li>• Course and Exam Description: Instructional Approaches, p. 166</li> <li>• APSI Lesson 8: Argument Development</li> </ul>

Instructional Emphasis for Disciplinary Focus Skills	Resources
<p><b>Contextualization</b>  <i>Describe an accurate historical context for a specific historical development or process</i></p> <p><i>Explain how a relevant context influenced a specific historical development or process</i></p> <p>Contextualization involves the ability to connect historical events and processes to specific circumstances of time and place, as well as broader regional, national, or global processes. Students should be able to identify a relevant context for a historical development or process and explain how that context influenced the development or process.</p>	<ul style="list-style-type: none"> <li>• Teacher Module: Contextualization in Period 4</li> <li>• Course and Exam Description: Instructional Approaches, p. 162</li> <li>• APSI Lesson 7: Comparison and Contextualization</li> <li>• Lesson Plan: Buddhism and Christianity Develop</li> </ul>
<p><b>Comparison</b>  <i>Explain relevant similarities and/or differences between specific historical developments and processes</i></p> <p>Students should be able to explain how historical developments or processes are different from each other.</p>	<ul style="list-style-type: none"> <li>• Teacher Module: Teaching and Assessing Comparison in Period 5</li> <li>• Course and Exam Description: Instructional Approaches, p. 163</li> <li>• APSI Lesson 7: Comparison and Contextualization</li> <li>• Lesson Plan: <ul style="list-style-type: none"> <li>○ Class, Gender, and Race in Judaism, Confucianism, and Christianity</li> <li>○ Rise and Fall of Early Empires</li> </ul> </li> </ul>
<p><b>Causation</b>  <i>Describe causes and/or effects of a specific historical development or process</i></p> <p>Students should be able to identify both causes and effects of a historical development or process. Causes can be primary or secondary.</p>	<ul style="list-style-type: none"> <li>• Course and Exam Description: Instructional Approaches, p. 164</li> <li>• APSI Lesson 6: Chronological Reasoning</li> </ul>

Instructional Emphasis for Thematic Learning Objectives	Resources
<p><b>CUL-1</b> <i>Explain how religions, belief systems, philosophies, and ideologies originated, developed, and spread as a result of expanding communication and exchange networks.</i></p> <p>Religions developed as a way to explain human experience, often reflecting the context in which they developed in their beliefs and practices.</p>	<ul style="list-style-type: none"> <li>• Teacher Module: Analyzing Primary Sources in Periods 2 and 3 <ul style="list-style-type: none"> <li>◦ Teaching the Skill of Analyzing Primary Sources with Challenging Topics: The Spread of Buddhism; The Spread of Islam</li> </ul> </li> <li>• Course and Exam Description: <ul style="list-style-type: none"> <li>◦ Learning Objectives, p. 15</li> <li>◦ Concept Outline, pp. 47-49, 60-61</li> </ul> </li> <li>• Lesson Plan: Buddhism and Christianity Develop</li> </ul>
<p><b>SB-1</b> <i>Explain how different forms of governance have been constructed and maintained over time.</i></p> <p><b>SB-2</b> <i>Explain how and why different functions and institutions of governance have changed over time.</i></p> <p>Governments developed as a way to organize societies. The goals for that organization and the institutions tasked with meeting those goals have developed over time. Students must be able to trace the concept of empires and imperialism by comparing their similarities and differences across time and regions.</p>	<ul style="list-style-type: none"> <li>• Teacher Module: Analyzing Secondary Sources in Periods 1 and 2 <ul style="list-style-type: none"> <li>◦ Teaching the Skill of Analyzing Secondary Sources with Challenging Topics: Decline of Empires</li> </ul> </li> <li>• Teacher Module: Understanding Continuity and Change in Period 6 <ul style="list-style-type: none"> <li>◦ Teaching the Skill of Continuity and Change over Time in Period 6: Learning about the Post-World War I Collapse of Empires</li> </ul> </li> <li>• Course and Exam Description: <ul style="list-style-type: none"> <li>◦ Learning Objectives, pp. 18-19</li> <li>◦ Concept Outline, pp. 52-57</li> <li>◦ Instructional Approaches, p. 147</li> </ul> </li> <li>• Lesson Plan: Rise and Fall of Early Empires</li> </ul>
<p><b>SOC-5</b> <i>Explain how social categories, roles, and practices have been maintained or challenged over time.</i></p> <p>Ideologies about class, gender, and race often reflect a culture's values. Religion and belief systems can maintain or challenge those ideologies.</p>	<ul style="list-style-type: none"> <li>• Course and Exam Description: <ul style="list-style-type: none"> <li>◦ Learning Objectives, p. 30</li> <li>◦ Concept Outline, p. 47-57</li> </ul> </li> <li>• Lesson Plan: Class, Gender, and Race in Judaism, Confucianism, and Christianity</li> </ul>
<p><b>ECON-7</b> <i>Explain how local, regional, and global economic systems and exchange networks have influenced and impacted each other over time.</i></p> <p>Trade networks evolved as the availability and demand for materials, goods, and labor changed.</p>	<ul style="list-style-type: none"> <li>• Teacher Module: Contextualization in Period 4 <ul style="list-style-type: none"> <li>◦ Teaching the Skill of Contextualization with Challenging Topics in Period 4: Learning about the Silver Trade; Silver Trade in Period 4</li> </ul> </li> <li>• Course and Exam Description: <ul style="list-style-type: none"> <li>◦ Learning Objectives, p. 27</li> <li>◦ Concept Outline, pp. 58-61</li> <li>◦ Instructional Approaches, p. 147</li> </ul> </li> </ul>



- Teach each lesson. Emphasize the **highlighted focus topics**, supplementing them with teacher-designed practice activities for the foundational concepts.
- Use provided **lesson plans** (indicated with icons below) to reinforce skill development and conceptual understanding
- Remember that **focus topics are critical**, and that students should master these skills and this content
- Assign **Focus Quizzes** to check for understanding

## INSTRUCTIONAL SEQUENCE


















Focus Topic



Focus Quiz Available



Lesson Plan Available

	Topic	LO	AP World History Content Outline	Content Emphasis	Instructional Focus	Skill and Practice Emphasis
1   	Hinduism & Buddhism Develop	CUL-1	2.1.II	Origins, beliefs, and practices of major religions	Religions developed as a way to explain human experience, often reflecting the context in which they developed in their beliefs and practices	Contextualization
2   	Judaism & Christianity Develop	CUL-1	2.1.I, 2.1.II	Origins, beliefs, and practices of major religions	Religions developed as a way to explain human experience, often reflecting the context in which they developed in their beliefs and practices	Contextualization
3	Confucianism & Daoism Develop	CUL-1	2.1.II	Origins, beliefs, and practices of major religions	Religions developed as a way to explain human experience, often reflecting the context in which they developed in their beliefs and practices	
4   	Class, Gender, and Race in Judaism, Confucianism, & Christianity	SOC-5	2.1.I, 2.1.II	Influence of religion on maintaining or challenging class, gender, and racial ideologies	Ideologies about class, gender, and race often reflect a culture's values. Religion and belief systems can maintain or challenge those ideologies.	Comparison
5	Gender Hierarchies in the Classical Period	SOC-1, SOC-2	2.1.I, 2.1.II	Social structure of gender and social hierarchies, why they are what they are, and how religion and philosophy influenced these hierarchies	A culture's social and gender hierarchies reflect the values embodied in the dominant religion, belief system, or philosophy within that culture.	
6   	Spread of Christianity, Hinduism, & Buddhism	CUL-1	2.3.III	How religions spread and developed over time	Religions and philosophies spread along major exchange networks, often coming into contact with new cultures and other religions. As a result, they evolved to incorporate aspects of the new cultures into their own religions and philosophies.	Causation
7   	Rise and Fall of Early Empires	SB-1, SB-2	2.2.I, 2.2.II, 2.2.III, 2.2.IV	Development of government and how its institutions and functions have changed and stayed the same	Governments developed as a way to organize societies. The goals for that organization and the institutions tasked with meeting those goals have developed over time. Students must be able to trace the concept of empires and imperialism by comparing their similarities and differences across time and regions.	Comparison
8	Early Empires: China	SB-1, SB-2	2.2.I, 2.2.II, 2.2.III, 2.2.IV	Development of government and how its institutions and functions have changed and stayed the same	Governments developed as a way to organize societies. The goals for that organization and the institutions tasked with meeting those goals have developed over time. Students must be able to trace the concept of empires and imperialism by comparing their similarities and differences across time and regions.	



	Topic	LO	AP World History Content Outline	Content Emphasis	Instructional Focus	Skill and Practice Emphasis
9	Early Empires: Persia	SB-1, SB-2	2.2.I, 2.2.II, 2.2.III, 2.2.IV	Development of government and how its institutions and functions have changed and stayed the same	Governments developed as a way to organize societies. The goals for that organization and the institutions tasked with meeting those goals have developed over time. Students must be able to trace the concept of empires and imperialism by comparing their similarities and differences across time and regions.	
10	Early Empires: Greece	SB-1, SB-2	2.2.I, 2.2.II, 2.2.III, 2.2.IV	Development of government and how its institutions and functions have changed and stayed the same	Governments developed as a way to organize societies. The goals for that organization and the institutions tasked with meeting those goals have developed over time. Students must be able to trace the concept of empires and imperialism by comparing their similarities and differences across time and regions.	
11	Early Empires: Rome	SB-1, SB-2	2.2.I, 2.2.II, 2.2.III, 2.2.IV	Development of government and how its institutions and functions have changed and stayed the same	Governments developed as a way to organize societies. The goals for that organization and the institutions tasked with meeting those goals have developed over time. Students must be able to trace the concept of empires and imperialism by comparing their similarities and differences across time and regions.	
12	Early Empires: India	SB-1, SB-2	2.2.I, 2.2.II, 2.2.III, 2.2.IV	Development of government and how its institutions and functions have changed and stayed the same	Governments developed as a way to organize societies. The goals for that organization and the institutions tasked with meeting those goals have developed over time. Students must be able to trace the concept of empires and imperialism by comparing their similarities and differences across time and regions.	
13	Cultural and Environmental Contexts of First Empires	SB-3	2.1.I, 2.2.I	Social, cultural, and environmental factors that led to state formation, expansion, and dissolution	States often initially developed among peoples that had common social and cultural values and backgrounds. Environmental factors, such as rivers and mountains, facilitated the development of states by providing natural boundaries and protections.	
14	Imperial Cities as Centers of Trade	SB-3, SB-4	2.2.II, 2.2.III	Economic factors that led to state formation, expansion, and dissolution	Economics was often a driving force in the formation expansion, and dissolution of states, with governments often serving as sponsor of economic development.	
15	Interactions between First Empires and Non-States	SB-5, SB-6	2.2.IV	Political and economic interactions between states and non-state actors	As states with centralized governments expanded their borders and their exchange networks, they often came into contact with other forms of societies, such as pastoral and agricultural societies, or non-governmental actors. This contact created both opportunities for economic and cultural exchange and challenges.	
16	Religious and Cultural Traditions	ENV-1	2.1.IV	Role of technology, in particular agriculture, in the establishment of communities	Humans used new technologies to adapt the environment, often leading to the development of communities.	
17	Early Afro-Eurasian Trade	ECON-7	2.3.I, 2.3.III	Expansion, contraction, or change of exchange networks, including what was exchanged and how	Trade networks evolved as the availability and demand for materials, goods, and labor changed.	Causation
18	Environment and Emerging Trade Routes	ENV-2	2.3.I, 2.3.II, 2.3.III	Environmental advantages and disadvantages of major migration, trade, and communication networks	Different routes and networks had different advantages. Groups and individuals chose the routes best suited to the tools they had at their disposal and their needs at the time.	
19	Syncretism	ECON-6	2.1.II, 2.3.III	Connection between economic systems, including economic policies, and belief systems	Economic systems and policies influence and are influenced by the values and ideologies of a state or empire.	
20	Exchange of Crops	ENV-3	2.1.II, 2.3.III	Causes and effects of the spread of new foods, agricultural techniques, and disease	While cross-cultural interactions brought many positive and advantageous outcomes, there were also negative consequences.	

**ASSESS**

- Assign the **Teacher Module Practice Question** and give feedback to students before they take the Unit 2 Test
- Target the **scoring focus** for Unit 2 as you apply the rubric to student work
- Create additional practice opportunities using the **AP Question Bank** and assign them through Academic Merit

**PRACTICE QUESTION**

Before taking the Unit 2 Test, students may benefit from additional opportunities to receive feedback. You may assign the following sample free-response question from the Teacher Module to students and score your students' work according to the question rubric.

**Module** – Analyzing Secondary Sources in Periods 1 and 2; Analyzing Primary Sources in Periods 2 and 3

Practice Question and Description	Scoring Focus for Unit 2
N/A	N/A

**UNIT TEST**

For each unit in AP World History, there is a full, pre-assembled, Unit Test, which you may choose to assign to your students. This Unit Test will focus on the emphasized focus skills of the unit in the context of the unit content. This assessment includes 11 multiple-choice questions and 2 free-response questions.

The free-response questions throughout the course have been designed to build students' skills over the course of the year. For this reason, the scoring expectations and rubrics have been modified to reflect the instructional emphasis of the unit. Use these modified rubrics provided in the AP support system as you assess students' progress toward mastery.

**Note:** The purpose of the Unit Test is not to predict how your students will do on the summative AP Exam; rather, it is meant to determine the level to which your students have mastered the focus practices and skills of the unit.

Free-Response Question	Scoring Expectation for Unit 2
Short-Answer Question	<ul style="list-style-type: none"> <li>• Describe the purpose or audience of a primary source</li> <li>• Describe the context of a historical development or process</li> </ul>
Long Essay Question	<ul style="list-style-type: none"> <li>• Make a historically defensible claim in the form of an evaluative thesis</li> <li>• Explain how a relevant context influenced a specific historical development or process</li> </ul>

<b>AP World History</b>		<b>Unit</b>
<b>Period 3 - Regional and Interregional Interactions (c. 600 C.E. to c. 1450)</b>	<b>Suggested Length: 12-16 class periods</b>	<b>3</b>



## PLAN

- Review the **Curriculum Framework** in the 2017 AP World History Course and Exam Description (CED)
- Identify the **Instructional Approaches** section in the CED that will be useful in teaching the **focus practices and skills**
- Watch the **Teacher Module: Analyzing Primary Sources in Periods 2 and 3**

## OVERVIEW/CONTEXT

- In Unit 3, students examine the expansion and intensification of exchange networks, including the technological innovations that allowed for greater interaction between regions and the cultural developments and environmental impacts that resulted from these interactions.
- Students should make connections to the previous units, noting how historical processes and developments were similar and different and how and why there were those similarities and differences.
- By the end of the unit, students should be able to:
  - Identify patterns of change over time
  - Explain the point of view, purpose, audience, and situation of a primary source
  - Explain how historical developments or processes are similar
  - Explain the primary causes and short-term effects of a historical development or process

## INSTRUCTIONAL FOCUS FOR THE UNIT

<b>Instructional Emphasis for Disciplinary Practices</b>	<b>Resources</b>
<p><b>Analyzing Historical Evidence – Primary Sources</b>  <i>Explain how a source’s point of view, purpose, historical situation, and/or audience might affect the source’s meaning</i></p> <p>Students should be able to explain the intended purpose, audience, point of view, and/or situation of a primary source. In doing so, they should be able to explain how those aspects of the source impact its meaning and usefulness as a piece of evidence.</p>	<ul style="list-style-type: none"> <li>• Teacher Module: Analyzing Primary Sources in Periods 2 and 3</li> <li>• Course and Exam Description: Instructional Approaches, pp. 152-159</li> <li>• APSI Lesson 4: Analyzing Primary Sources</li> <li>• Close Reading of Challenging Primary Sources</li> </ul>
<p><b>Argument Development</b>  <i>Support an argument using specific and relevant evidence</i></p> <p>Students should be able to determine what evidence is relevant to the argument that follows from the claim or thesis. They also should be able to explain how that evidence supports the argument.</p>	<ul style="list-style-type: none"> <li>• Teacher Module: Argument Development in Period 3</li> <li>• Course and Exam Description: Instructional Approaches, p. 166</li> <li>• APSI Lesson 8: Argument Development</li> </ul>

Instructional Emphasis for Disciplinary Focus Skills	Resources
<p><b>Contextualization</b> <i>Explain how a relevant context influenced a specific historical development or process</i></p> <p>Students should be able to identify a relevant context for a historical development or process and explain how that context influenced the development or process.</p>	<ul style="list-style-type: none"> <li>• Teacher Module: Contextualization in Period 4</li> <li>• Course and Exam Description: Instructional Approaches, p. 162</li> <li>• APSI Lesson 7: Comparison and Contextualization</li> <li>• Lesson Plan:               <ul style="list-style-type: none"> <li>○ Islam Develops</li> <li>○ Disease and Demography</li> </ul> </li> </ul>
<p><b>Comparison</b> <i>Explain relevant similarities and/or differences between specific historical developments and processes</i></p> <p>Students should be able to explain how historical developments or processes are both different from each other and similar to each other.</p>	<ul style="list-style-type: none"> <li>• Teacher Module: Teaching and Assessing Comparison in Period 5</li> <li>• Course and Exam Description: Instructional Approaches, p. 163</li> <li>• APSI Lesson 7: Comparison and Contextualization</li> </ul>
<p><b>Causation</b> <i>Describe causes and/or effects of a specific historical development or process</i></p> <p><i>Explain the difference between primary and secondary causes and between short- and long-term effects</i></p> <p>Students should be able to explain the primary causes and short-term effects of a historical development or process.</p>	<ul style="list-style-type: none"> <li>• Course and Exam Description: Instructional Approaches, p. 164</li> <li>• APSI Lesson 6: Chronological Reasoning</li> </ul>
<p><b>Continuity and Change over Time</b> <i>Describe patterns of continuity and/or change over time</i></p> <p>The skill of Continuity and Change over Time involves the ability to explain patterns of continuity and change and to explain the historical significance of specific historical developments in relation to a larger pattern of continuity and/or change. In this unit, students should be able to identify and describe patterns of change from one timeframe to another.</p>	<ul style="list-style-type: none"> <li>• Teacher Module: Understanding Continuity and Change in Period 6</li> <li>• Course and Exam Description: Instructional Approaches, p. 165</li> <li>• APSI Lesson 6: Chronological Reasoning</li> <li>• Lesson Plan: Spread of Islam</li> </ul>

Instructional Emphasis for Thematic Learning Objectives	Resources
<p><b>CUL-1</b> <i>Explain how religions, belief systems, philosophies, and ideologies originated, developed, and spread as a result of expanding communication and exchange networks.</i></p> <p>Religions developed as a way to explain human experience, often reflecting the context in which they developed in their beliefs and practices.</p> <p>Religions and philosophies spread along major exchange networks, often coming into contact with new cultures and other religions. As a result, they evolved to incorporate aspects of the new cultures into their own religions and philosophies.</p>	<ul style="list-style-type: none"> <li>• Teacher Module: Analyzing Primary Sources in Periods 2 and 3               <ul style="list-style-type: none"> <li>○ Teaching the Skill of Analyzing Primary Sources with Challenging Topics: The Spread of Buddhism; The Spread of Islam</li> </ul> </li> <li>• Course and Exam Description:               <ul style="list-style-type: none"> <li>○ Learning Objectives, p. 15</li> <li>○ Concept Outline, pp. 68-69</li> </ul> </li> <li>• Lesson Plan:               <ul style="list-style-type: none"> <li>○ Islam Develops</li> <li>○ Spread of Islam</li> </ul> </li> </ul>
<p><b>ENV-3</b> <i>Evaluate the extent to which migration, population, and urbanization affected the environment over time.</i></p> <p>While cross-cultural interactions brought many positive and advantageous outcomes, there were also negative consequences.</p>	<ul style="list-style-type: none"> <li>• Course and Exam Description:               <ul style="list-style-type: none"> <li>○ Learning Objectives, p. 13</li> <li>○ Concept Outline, p. 70</li> </ul> </li> <li>• Lesson Plan: Disease and Demography</li> </ul>



**TEACH**

- Teach each lesson. Emphasize the **highlighted focus topics**, supplementing them with teacher-designed practice activities for the foundational concepts
- Use provided **lesson plans** (indicated with icons below) to reinforce skill development and conceptual understanding
- Remember that **focus topics are critical**, and that students should master these skills and this content
- Assign **Focus Quizzes** to check for understanding

**INSTRUCTIONAL SEQUENCE**












Focus Topic



Focus Quiz Available



Lesson Plan Available

	Topic	LO	AP World History Content Outline	Content Emphasis	Instructional Focus	Skill and Practice Emphasis
1   	Islam Develops	CUL-1	3.1.III	Origins, beliefs, and practices of major religions	Religions developed as a way to explain human experience, often reflecting the context in which they developed in their beliefs and practices.	Contextualization
2	Social Institutions in the Islamic World	SOC-5	3.1.III	Influence of religion on maintaining or challenging class, gender, and racial ideologies	Ideologies about class, gender, and race often reflect a culture's values. Religion and belief systems may maintain or challenge those ideologies.	Causation
3   	Spread of Islam	CUL-1	3.1.III	How religions spread and developed over time	Religions and philosophies spread along major exchange networks, often coming into contact with new cultures and other religions. As a result, they evolved to incorporate aspects of the new cultures into their own religions and philosophies.	Continuity and Change over Time
4	Environment Spurs Expansion of Trade	ENV-2	3.1.I, 3.1.II	Environmental advantages and disadvantages of major migration, trade, and communication networks	Different routes and networks had different advantages. Groups and individuals chose the routes best suited to the tools they had at their disposal and their needs at the time.	
5	Development of New Trading Cities	ECON-3	3.1.I	Role of cities as centers of production and commerce, including how technology supported urbanization	Due to their access to vital resources, like water, roads, land, and people, cities became the main centers of economic activity in many societies.	
6	Cultural Interactions along Trade Routes	SOC-6	3.1.III	Effect of migration on social structures	Social structures reflect a culture's values. As cultures interact, values may change, resulting in new social structures. However, some aspects of social structures may remain the same.	
7	Cross-Cultural Diffusion of Knowledge	CUL-3, CUL-4	3.1.I	Cross-cultural exchanges led to transfer of technology and scientific knowledge	While economic benefits initially drove cross-cultural contacts, those contacts often resulted in the exchange of ideas and knowledge.	
8	Development of Financial Techniques	ECON-7	3.1.I	Effect of financial instruments and techniques on economic exchange	Innovations in financial and economic techniques led to expanded exchange networks.	
9   	Disease & Demography	ENV-3	3.1.IV	Causes and effects of the spread of new foods, agricultural techniques, and disease	Causes and effects of the spread of new foods, agricultural techniques, and disease	Contextualization



## ASSESS

- Assign the **Teacher Module Practice Question** and give feedback to students before they take the Unit 3 Test
- Target the **scoring focus** for Unit 3 as you apply the rubric to student work
- Create additional practice opportunities using the **AP Question Bank** and assign them through Academic Merit

### PRACTICE QUESTION

Before taking the Unit 3 Test, students may benefit from additional opportunities to receive feedback. You may assign the following sample free-response question from the Teacher Module to students and score your students' work according to the question rubric.

**Module** –Analyzing Primary Sources in Periods 2 and 3

Practice Question and Description	Scoring Focus for Unit 3
<p><b>Period 3 Short-Answer Question</b> Students read an excerpt from Abu Ubaydallah Al-Bakri, a Muslim scholar in Cordoba, Spain in 1067, and explain how Islam spread and how it changed as it did so.</p>	<p><b>Analyzing Primary Sources</b></p> <ul style="list-style-type: none"> <li>• Explain one way in which Islam successfully spread</li> <li>• Explain one way in which Islamic practices changed as the religion spread</li> </ul>

### UNIT TEST

For each unit in AP World History, there is a full, pre-assembled, Unit Test, which you may choose to assign to your students. This Unit Test will focus on the emphasized focus skills of the unit in the context of the unit content. This assessment includes 11 multiple-choice questions and 2 free-response questions.

The free-response questions throughout the course have been designed to build students' skills over the course of the year. For this reason, the scoring expectations and rubrics have been modified to reflect the instructional emphasis of the unit. Use these modified rubrics provided in the AP support system as you assess students' progress toward mastery.

**Note:** The purpose of the Unit Test is not to predict how your students will do on the summative AP Exam; rather, it is meant to determine the level to which your students have mastered the focus practices and skills of the unit.

Free-Response Question	Scoring Expectation for Unit 3
Short-Answer Question	<ul style="list-style-type: none"> <li>• Identify patterns of change over time</li> <li>• Explain how a relevant context influenced a specific historical development or process</li> </ul>
Document-Based Question	<ul style="list-style-type: none"> <li>• Make a historically defensible claim in the form of an evaluative thesis</li> <li>• Explain how a relevant context influenced a specific historical development or process</li> <li>• Support an argument using specific and relevant evidence</li> <li>• Explain how point of view, purpose, historical situation, and/or audience might affect the sources' meanings</li> </ul>

<b>AP World History</b>		<b>Unit</b>
<b>Period 3 - Expansion of Empires (c. 600 C.E. to c. 1450)</b>	<b>Suggested Length: 15-20 class periods</b>	<b>4</b>



## PLAN

- Review the **Curriculum Framework** in the 2017 AP World History Course and Exam Description (CED)
- Identify the **Instructional Approaches** section in the CED that will be useful in teaching the **focus practices and skills**
- Watch the **Teacher Module: Argument Development in Period 3**

## OVERVIEW/CONTEXT

- Unit 4 builds upon the topics in Unit 3, but focuses on the development and expansion of empires and the economic and social consequences of that expansion and interregional interactions. Again, students should make connections to earlier units, especially Unit 3.
- Students should continue to work with primary and secondary sources and develop their reasoning skills in order to develop their own arguments supported by evidence.
- By the end of the unit, students should be able to:
  - Identify patterns of continuity over time
  - Explain the point of view, purpose, audience, and situation of a primary source
  - Explain the secondary causes and long-term effects of a historical development or process
  - Analyze patterns and trends in quantitative data

## INSTRUCTIONAL FOCUS FOR THE UNIT

<b>Instructional Emphasis for Disciplinary Practices</b>	<b>Resources</b>
<p><b>Analyzing Historical Evidence – Secondary Sources</b>  <i>Analyzes patterns and trends in quantitative data in non-text-based sources</i></p> <p>Quantitative data, like text-based sources, can be used as evidence to support a claim or argument. Students should be able to identify, describe, and analyze the patterns or trends present in the data. They should be able to explain what the data tell us about a historical development or process and how it supports or refutes the claim or argument being made.</p>	<ul style="list-style-type: none"> <li>• Teacher Module: Analyzing Secondary Sources in Periods 1 and 2</li> <li>• Course and Exam Description: Instructional Approaches, pp. 159-160</li> <li>• APSI Lesson 5: Analyzing Secondary Sources</li> </ul>
<p><b>Argument Development</b>  <i>Use historical reasoning to explain relationships among pieces of historical evidence</i></p> <p>Students should be able to determine what evidence is relevant to the argument that follows from the claim or thesis. They also should be able to explain how various pieces of evidence work together to support the argument.</p>	<ul style="list-style-type: none"> <li>• Teacher Module: Argument Development in Period 3</li> <li>• Course and Exam Description: Instructional Approaches, p. 166</li> <li>• APSI Lesson 8: Argument Development</li> </ul>
<b>Instructional Emphasis for Disciplinary Focus Skills</b>	<b>Resources</b>
<p><b>Causation</b>  <i>Explain the difference between primary and secondary causes and between short- and long-term effects</i></p> <p>Students should be able to explain the secondary causes and long-term effects of a historical development or process</p>	<ul style="list-style-type: none"> <li>• Course and Exam Description: Instructional Approaches, p. 164</li> <li>• APSI Lesson 6: Chronological Reasoning</li> <li>• Lesson Plan: Overcoming Barriers to Migration</li> </ul>
<p><b>Continuity and Change over Time</b>  <i>Describe patterns of continuity and/or change over time</i></p> <p>Students should be able to identify and describe patterns of continuity from one timeframe to another.</p>	<ul style="list-style-type: none"> <li>• Teacher Module: Understanding Continuity and Change in Period 6</li> <li>• Course and Exam Description: Instructional Approaches, p. 165</li> <li>• APSI Lesson 6: Chronological Reasoning</li> </ul>

Instructional Emphasis for Thematic Learning Objectives	Resources
<p><b>ENV-2</b> <i>Explain how environmental factors, disease, and technology affected patterns of human migration and settlement over time.</i></p> <p>Environmental factors, such as access to water and arable land, pulled humans to settle in certain areas. Other environmental factors, such as drought or famine pushed humans into new areas. In both cases, humans used technology to overcome geographic barriers.</p>	<ul style="list-style-type: none"> <li>• Teacher Module: Argumentation in Period 3               <ul style="list-style-type: none"> <li>◦ Teaching the Skill of Argumentation with Challenging Topics: Learning about the Bantu Migration</li> </ul> </li> <li>• Course and Exam Description:               <ul style="list-style-type: none"> <li>◦ Learning Objectives, p. 13</li> <li>◦ Concept Outline, pp. 67, 70</li> <li>◦ Instructional Approaches, p. 146</li> </ul> </li> <li>• Lesson Plan: Overcoming Barriers to Migration</li> </ul>
<p><b>SB-1</b> <i>Explain how different forms of governance have been constructed and maintained over time.</i></p> <p><b>SB-2</b> <i>Explain how and why different functions and institutions of governance have changed over time.</i></p> <p>Governments developed as a way to organize societies. The goals for that organization and the institutions tasked with meeting those goals have developed over time. Students must be able to trace the concept of empires and imperialism by comparing their similarities and differences across time and regions.</p>	<ul style="list-style-type: none"> <li>• Teacher Module: Analyzing Secondary Sources in Periods 1 and 2               <ul style="list-style-type: none"> <li>◦ Teaching the Skill of Analyzing Secondary Sources with Challenging Topics: Decline of Empires</li> </ul> </li> <li>• Teacher Module: Understanding Continuity and Change in Period 6               <ul style="list-style-type: none"> <li>◦ Teaching the Skill of Continuity and Change over Time in Period 6: Learning about the Post-World War I Collapse of Empires</li> </ul> </li> <li>• Course and Exam Description:               <ul style="list-style-type: none"> <li>◦ Learning Objectives, pp. 18-19</li> <li>◦ Concept Outline, pp. 71-72</li> <li>◦ Instructional Approaches, p. 147</li> </ul> </li> </ul>
<p><b>SOC-5</b> <i>Explain how social categories, roles, and practices have been maintained or challenged over time.</i></p> <p>Ideologies about class, gender, and race often reflect a culture's values. Religion and belief systems may maintain or challenge those ideologies.</p>	<ul style="list-style-type: none"> <li>• Course and Exam Description:               <ul style="list-style-type: none"> <li>◦ Learning Objectives, p. 30</li> <li>◦ Concept Outline, p. 77-78</li> </ul> </li> </ul>





- Teach each lesson. Emphasize the **highlighted focus topics**, supplementing them with teacher-designed practice activities for the foundational concepts
- Use provided **lesson plans** (indicated with icons below) to reinforce skill development and conceptual understanding
- Remember that **focus topics are critical**, and that students should master these skills and this content
- Assign **Focus Quizzes** to check for understanding

INSTRUCTIONAL SEQUENCE









Focus Topic



Focus Quiz Available



Lesson Plan Available

	Topic	LO	AP World History Content Outline	Content Emphasis	Instructional Focus	Skill and Practice Emphasis
1   	Overcoming Barriers to Migration	ENV-2	3.1.II, 3.1.IV	Influence of environmental factors on migration & role of technology in overcoming barriers	Environmental factors, such as access to water and arable land, pulled humans to settle in certain areas. Other environmental factors, such as drought or famine pushed humans into new areas. In both cases, humans used technology to overcome geographic barriers.	Causation
2   	Byzantine Empire	SB-1, SB-2	3.2.I	Development of government and how its institutions and functions have changed and stayed the same	Governments developed as a way to organize societies. The goals for that organization and the institutions tasked with meeting those goals have developed over time.	Continuity and Change over Time
3	Technology and Cultural Transfers During the Crusades	SB-4	3.2.II	External conflicts and alliances that led to state formation, expansion, and dissolution	State expansion led to competition between different states for land, wealth, and other resources. This competition led to conflict between states, often ending in the dissolution of one or more empires and the creation of new states.	
4	Serfdom in Europe	SOC-1, SOC-2, SOC-4	3.3.III	Development of labor systems, how they led to social hierarchies, and how religion and philosophy impacted the hierarchies	A culture's labor systems and social hierarchies reflect the values embodied in the dominant religion, belief system, or philosophy within the culture.	
5	Improvements in Agriculture + Impact of Technology on Agriculture	ECON-4	3.3.I	Economic advantages and disadvantages of foraging, pastoralism, and agriculture	Different societies chose to organize their main economic activities in different ways, depending on what types of activities they valued and had the knowledge and technology to participate in.	
6	Gender and Family in the Post-Classical Period	CUL-2	3.3.III	Religious and philosophical beliefs affected political, economic, and social institutions	Societies and cultures used political, economic, and social institutions as ways to organize themselves. Religious and philosophical belief systems often impacted those institutions.	
7	Serfdom Develops	ECON-4, ECON-5	3.3.III	Forms of labor organization and labor systems, including reform movements	Societies chose labor systems that aligned with their economic strategies and activities. As cultures interacted with each other, new ideas about the role of labor emerged and often led to reform movements.	
8	Peasant Revolts	SB-4	3.3.III	Internal conflicts that led to state formation, expansion, and dissolution	Discontent among subjects led some to rebel against the existing government. In some cases, these rebellions successfully changed the government, while in others the ruling elites were able to maintain their power.	

	Topic	LO	AP World History Content Outline	Content Emphasis	Instructional Focus	Skill and Practice Emphasis
9	Legal Systems in Byzantine Empire and China	SOC-3	3.2.I	Influence of legal systems on maintaining or challenging class, gender, and racial ideologies	Ideologies about class, gender, and race often reflect a culture's values. Legal systems may maintain or challenge those ideologies.	
10	Song China	SB-3	3.3.II	Social, cultural, and environmental factors that led to state formation, expansion, and dissolution	States often initially developed among peoples that had common social and cultural values and backgrounds. Environmental factors, such as rivers and mountains, facilitated the development of states by providing natural boundaries and protections.	
11	Mongol Interactions with States	SB-5, SB-6	3.2.I	Political and economic interactions between states and non-state actors	As states with centralized governments expanded their borders and their exchange networks, they often came into contact with other forms of societies, such as pastoral and agricultural societies, or non-governmental actors. This contact created both opportunities for economic and cultural exchange and challenges.	
12	Governmental Institutions in Medieval Japan	SB-3, SB-4	3.2.I	Economic factors that led to state formation, expansion, and dissolution	Economics was often a driving force in the formation expansion, and dissolution of states, with governments often serving as sponsor of economic development.	
13	Mayan, Aztec, and Incan Civilizations	SB-3	3.2.I	Social, cultural, and environmental factors that led to state formation, expansion, and dissolution	States often initially developed among peoples that had common social and cultural values and backgrounds. Environmental factors, such as rivers and mountains, facilitated the development of states by providing natural boundaries and protections.	
14	Changing Ideologies about Class, Gender, and Race	SOC-5	3.3.III	Influence of religion on maintaining or challenging class, gender, and racial ideologies	Ideologies about class, gender, and race often reflect a culture's values. Religion and belief systems can may maintain or challenge those ideologies.	Continuity and Change over Time





## ASSESS

- Assign the **Teacher Module Practice Question** and give feedback to students before they take the Unit 4 Test
- Target the **scoring focus** for Unit 4 as you apply the rubric to student work
- Create additional practice opportunities using the **AP Question Bank** and assign them through Academic Merit

### PRACTICE QUESTION

Before taking the Unit 4 Test, students may benefit from additional opportunities to receive feedback. You may assign the following sample free-response question from the Teacher Module to students and score your students' work according to the question rubric.

**Module** –Argument Development in Period 3

Practice Question and Description	Scoring Focus for Unit 4
<p><b>Period 3 Long-Essay Question</b> Students respond to the question: Evaluate the effects of the spread of scientific and technological innovations in Eurasia from 1000 to 1450.</p>	<p><b>Argument Development</b></p> <ul style="list-style-type: none"> <li>• Make a historically defensible claim in the form of an evaluative thesis</li> <li>• Explain how a relevant context influenced a specific historical development or process</li> <li>• Support an argument using specific and relevant evidence</li> <li>• Use historical reasoning to explain relationships among pieces of historical evidence</li> </ul>

### UNIT TEST

For each unit in AP World History, there is a full, pre-assembled, Unit Test, which you may choose to assign to your students. This Unit Test will focus on the emphasized focus skills of the unit in the context of the unit content. This assessment includes 11 multiple-choice questions and 2 free-response questions.

The free-response questions throughout the course have been designed to build students' skills over the course of the year. For this reason, the scoring expectations and rubrics have been modified to reflect the instructional emphasis of the unit. Use these modified rubrics provided in the AP support system as you assess students' progress toward mastery.

**Note:** The purpose of the Unit Test is not to predict how your students will do on the summative AP Exam; rather, it is meant to determine the level to which your students have mastered the focus practices and skills of the unit.

Free-Response Question	Scoring Expectation for Unit 4
Short-Answer Question	<ul style="list-style-type: none"> <li>• Identify patterns of change over time</li> <li>• Identify patterns of continuity over time</li> <li>• Explain how a relevant context influenced a specific historical development or process</li> </ul>
Long Essay Question	<ul style="list-style-type: none"> <li>• Make a historically defensible claim in the form of an evaluative thesis</li> <li>• Explain how a relevant context influenced a specific historical development or process</li> <li>• Support an argument using specific and relevant evidence</li> <li>• Use historical reasoning to explain relationships among pieces of historical evidence</li> </ul>

<b>AP World History</b>		<b>Unit 5</b>
<b>Period 4 - Global Interactions (c. 1450 to c. 1750)</b>	<b>Suggested Length: 16-20 class periods</b>	



## PLAN

- Review the **Curriculum Framework** in the 2017 AP World History Course and Exam Description (CED)
- Identify the **Instructional Approaches** section in the CED that will be useful in teaching the **focus practices and skills**
- Watch the **Teacher Module**: Contextualization in Period 4

## OVERVIEW/CONTEXT

- Unit 5 focuses on the global interactions that occurred as a result of new technologies, economic competition, and imperial expansion. Students will investigate how networks of exchange became more global as technology developed to support transoceanic voyages, which encouraged imperial expansion and led to economic competition. It also led to social and environmental changes.
- Again, students should be able to make connections to previous units, across time periods, and across geographic regions.
- Students should be able to use the skills identified below in their analysis of primary and secondary sources and begin to explain the historical significance of historical events, processes, and developments.
- By the end of the unit, students should be able to:
  - Explain patterns of change over time
  - Explain the point of view, purpose, audience, and situation of a primary source
  - Evaluate a source's credibility and/or limitations
  - Explain relevant similarities and/or differences between specific historical developments and processes
  - Explain the relative historical significance of different causes and/or effects

## INSTRUCTIONAL FOCUS FOR THE UNIT

<b>Instructional Emphasis for Disciplinary Practices</b>	<b>Resources</b>
<p><b>Analyzing Historical Evidence – Primary Sources</b> <i>Evaluate a source's credibility and/or limitations</i></p> <p>In order to determine whether or not a source is useful for supporting a claim or argument, historians also evaluate the source's credibility and limitations. Students should be able to evaluate whether or not a source is credible based on who the author is, his or her point of view and relationship to the event or process, the circumstances in which the source was written, and the type of source. Students also should be able to explain how these aspects of a source limit the information that can be obtained from the source.</p>	<ul style="list-style-type: none"> <li>• Teacher Module: Analyzing Primary Sources in Periods 2 and 3</li> <li>• Course and Exam Description: Instructional Approaches, pp. 152-159</li> <li>• APSI Lesson 4: Analyzing Primary Sources</li> <li>• Close Reading of Challenging Primary Sources</li> </ul>
<p><b>Argument Development</b> <i>Consider ways that diverse or alternate evidence could be used to qualify or modify an argument</i></p> <p>In their arguments, students should be able explain how pieces of evidence support their claim or argument. They should also be able to account for evidence that does not support their claim or argument, noting how they would modify or qualify the argument based on that evidence.</p>	<ul style="list-style-type: none"> <li>• Teacher Module: Argument Development in Period 3</li> <li>• Course and Exam Description: Instructional Approaches, p. 166</li> <li>• APSI Lesson 8: Argument Development</li> </ul>

Instructional Emphasis for Focus Skills	Resources
<p><b>Contextualization</b> <i>Explain how a relevant context influenced a specific historical development or process</i></p> <p>Students should be able to identify a relevant context for a historical development or process and explain how that context influenced the development or process.</p>	<ul style="list-style-type: none"> <li>• Teacher Module: Contextualization in Period 4</li> <li>• Course and Exam Description: Instructional Approaches, p. 162</li> <li>• APSI Lesson 7: Comparison and Contextualization</li> <li>• Lesson Plan: Long Distance Trade</li> </ul>
<p><b>Comparison</b> <i>Explain relevant similarities and/or differences between specific historical developments and processes</i></p> <p>Students should be able to explain what the similarities and differences are between historical developments and process and how and why those developments and processes are similar or different.</p>	<ul style="list-style-type: none"> <li>• Teacher Module: Teaching and Assessing Comparison in Period 5</li> <li>• Course and Exam Description: Instructional Approaches, p. 163</li> <li>• APSI Lesson 7: Comparison and Contextualization</li> </ul>
<p><b>Causation</b> <i>Explains the relative historical significance of different causes and effects</i></p> <p>Students should be able to explain which causes and effects associated with a historical development or process are important and why they are important.</p>	<ul style="list-style-type: none"> <li>• Course and Exam Description: Instructional Approaches, p. 164</li> <li>• APSI Lesson 6: Chronological Reasoning</li> <li>• Lesson Plan: <ul style="list-style-type: none"> <li>○ Exploration</li> <li>○ Columbian Exchange</li> </ul> </li> </ul>
<p><b>Continuity and Change over Time</b> <i>Explains patterns of continuity and/or change over time</i></p> <p>Students should be able to explain what changed and how it changed over time.</p>	<ul style="list-style-type: none"> <li>• Teacher Module: Understanding Continuity and Change in Period 6</li> <li>• Course and Exam Description: Instructional Approaches, p. 165</li> <li>• APSI Lesson 6: Chronological Reasoning</li> <li>• Lesson Plan: Cultural and Religious Interactions</li> </ul>

Instructional Emphasis for Thematic Learning Objectives	Resources
<p><b>CUL-1</b> <i>Explain how religions, belief systems, philosophies, and ideologies originated, developed, and spread as a result of expanding communication and exchange networks.</i></p> <p>Religions developed as a way to explain human experience, often reflecting the context in which they developed in their beliefs and practices.</p>	<ul style="list-style-type: none"> <li>• Teacher Module: Analyzing Primary Sources in Periods 2 and 3 <ul style="list-style-type: none"> <li>○ Teaching the Skill of Analyzing Primary Sources with Challenging Topics: The Spread of Buddhism; The Spread of Islam</li> </ul> </li> <li>• Course and Exam Description: <ul style="list-style-type: none"> <li>○ Learning Objectives, p. 15</li> <li>○ Concept Outline, p. 88</li> </ul> </li> <li>• Lesson Plan: Cultural and Religious Interactions</li> </ul>
<p><b>ENV-2</b> <i>Explain how environmental factors, disease, and technology affected patterns of human migration and settlement over time.</i></p> <p>Environmental factors, such as access to water and arable land, pulled humans to settle in certain areas. Other environmental factors, such as drought or famine pushed humans into new areas. In both cases, humans used technology to overcome geographic barriers.</p>	<ul style="list-style-type: none"> <li>• Teacher Module: Argumentation in Period 3 <ul style="list-style-type: none"> <li>○ Teaching the Skill of Argumentation with Challenging Topics: Learning about the Bantu Migration</li> </ul> </li> <li>• Course and Exam Description: <ul style="list-style-type: none"> <li>○ Learning Objectives, p. 13</li> <li>○ Concept Outline, pp. 82-83, 88, 90, 96</li> <li>○ Instructional Approaches, p. 146</li> </ul> </li> <li>• Lesson Plan: Exploration</li> </ul>
<p><b>ECON-7</b> <i>Explain how local, regional, and global economic systems and exchange networks have influenced and impacted each other over time.</i></p> <p>Trade networks evolved as the availability and demand for materials, goods, and labor changed.</p>	<ul style="list-style-type: none"> <li>• Teacher Module: Contextualization in Period 4 <ul style="list-style-type: none"> <li>○ Teaching the Skill of Contextualization with Challenging Topics in Period 4: Learning about the Silver Trade; Silver Trade in Period 4</li> </ul> </li> <li>• Course and Exam Description:</li> </ul>

Instructional Emphasis for Thematic Learning Objectives	Resources
	<ul style="list-style-type: none"> <li>○ Learning Objectives, p. 27</li> <li>○ Concept Outline, pp. 81-87, 91, 96</li> <li>○ Instructional Approaches, p. 147</li> <li>● Lesson Plan: Long Distance Trade</li> </ul>
<p><b>ENV-3</b> <i>Evaluate the extent to which migration, population, and urbanization affected the environment over time.</i></p> <p>While cross-cultural interactions brought many positive and advantageous outcomes, there were also negative consequences.</p>	<ul style="list-style-type: none"> <li>● Course and Exam Description: <ul style="list-style-type: none"> <li>○ Learning Objectives, p. 13</li> <li>○ Concept Outline, pp. 86-88, 90, 96</li> </ul> </li> <li>● Lesson Plan: Columbian Exchange</li> </ul>
<p><b>SB-1</b> <i>Explain how different forms of governance have been constructed and maintained over time.</i></p> <p><b>SB-2</b> <i>Explain how and why different functions and institutions of governance have changed over time.</i></p> <p>Governments developed as a way to organize societies. The goals for that organization and the institutions tasked with meeting those goals have developed over time. Students must be able to trace the concept of empires and imperialism by comparing their similarities and differences across time and regions.</p>	<ul style="list-style-type: none"> <li>● Teacher Module: Analyzing Secondary Sources in Periods 1 and 2 <ul style="list-style-type: none"> <li>○ Teaching the Skill of Analyzing Secondary Sources with Challenging Topics: Decline of Empires</li> </ul> </li> <li>● Teacher Module: Understanding Continuity and Change in Period 6 <ul style="list-style-type: none"> <li>○ Teaching the Skill of Continuity and Change over Time in Period 6: Learning about the Post-World War I Collapse of Empires</li> </ul> </li> <li>● Course and Exam Description: <ul style="list-style-type: none"> <li>○ Learning Objectives, pp. 18-19</li> <li>○ Concept Outline, pp. 89, 94-97</li> </ul> </li> <li>● Instructional Approaches, p. 147</li> </ul>



- Teach each lesson. Emphasize the **highlighted focus topics**, supplementing them with teacher-designed practice activities for the foundational concepts
- Use provided **lesson plans** (indicated with icons below) to reinforce skill development and conceptual understanding
- Remember that **focus topics are critical**, and that students should master these skills and this content
- Assign **Focus Quizzes** to check for understanding

INSTRUCTIONAL SEQUENCE












Focus Topic





Focus Quiz Available



Lesson Plan Available

	Topic	LO	AP World History Content Outline	Content Emphasis	Instructional Focus	Skill and Practice Emphasis
	Renaissance and Reformation	SOC-6, CUL-5	4.1.VI, 4.1.VII, 4.2.III, 4.3.I	Influence of colonialism, nationalism, and independence movements on maintaining or challenging class, gender, and racial ideologies	Nationalistic and independence movements demonstrated changes in the ways that peoples viewed themselves and their relationship to empires.	
  	Exploration	ENV-2	4.1.II, 4.1.III, 4.2.I	Influence of environmental factors on migration & role of technology in overcoming barriers	Environmental factors, such as access to water and arable land, pulled humans to settle in certain areas. Other environmental factors, such as drought or famine pushed humans into new areas. In both cases, humans used technology to overcome geographic barriers.	Causation
	Portuguese and West African Interactions	SB-5, SB-6	4.1.III	Political and economic interactions between states and non-state actors	As states with centralized governments expanded their borders and their exchange networks, they often came into contact with other forms of societies, such as pastoral and agricultural societies, or non-governmental actors. This contact created both opportunities for economic and cultural exchange and challenges.	
  	Long Distance Trade	ECON-7	4.1.I, 4.1.II, 4.1.III	Expansion, contraction, or change of exchange networks, including what was exchanged and how	Trade networks evolved as the availability and demand for materials, goods, and labor changed.	Contextualization
  	Columbian Exchange	ENV-3	4.1.V	Causes and effects of the spread of new foods, agricultural techniques, and disease	While cross-cultural interactions brought many positive and advantageous outcomes, there were also negative consequences.	Causation
	Colonial Economic Strategies	ECON-3	4.1.III, 4.1.IV	Economic strategies of different states and empires	The economic activities a state or empire engaged in depended on its philosophy on the role of the government and the availability of resources and factors of production.	
	State Trading and Private Trading	ECON-7	4.1.III	Interaction between states and economic institutions	As trade became more global, some states sought to benefit more from the economic expansion by partnering with private organizations.	
	Competition for Land and Trade Routes	SB-4	4.3.III	External conflicts and alliances that led to state formation, expansion, and dissolution	State expansion led to competition between different states for land, wealth, and other resources. This competition led to conflict between states, often ending in the dissolution of one or more empires and the creation of new states.	

	Topic	LO	AP World History Content Outline	Content Emphasis	Instructional Focus	Skill and Practice Emphasis
9	Labor Systems in the Americas	ECON-4, ECON-5	4.2.II, 4.2.III	Forms of labor organization and labor systems, including reform movements	Societies chose labor systems that aligned with their economic strategies and activities. As cultures interacted with each other, new ideas about the role of labor emerged and often led to reform movements.	
10	Atlantic Slave Trade	SOC-1, SOC-2, SOC-4	4.1.IV, 4.1.V, 4.2.II	Development of labor systems, how they led to social hierarchies, and how religion and philosophy impacted the hierarchies	A culture's labor systems and social hierarchies reflect the values embodied in the dominant religion, belief system, or philosophy within the culture.	
11	 Cultural and Religious Interactions	CUL-1	4.1.VI	How religions spread and developed	Religions and philosophies spread along major exchange networks, often coming into contact with new cultures and other religions. As a result, they evolved to incorporate aspects of the new cultures into their own religions and philosophies.	Continuity and Change over Time
12	 Gunpowder Empires	SB-1, SB-2	4.1.I, 4.1.II, 4.1.III	Development of government and how its institutions and functions have changed and stayed the same	Governments developed as a way to organize societies. The goals for that organization and the institutions tasked with meeting those goals have developed over time.	Comparison
13	Rise of Russia	SB-3, SB-4	4.1.IV, 4.2.III, 4.3.II	External conflicts and alliances that led to state formation, expansion, and dissolution  Economic factors that led to state formation, expansion, and dissolution	State expansion led to competition between different states for land, wealth, and other resources. This competition led to conflict between states, often ending in the dissolution of one or more empires and the creation of new states.  Economics was often a driving force in the formation expansion, and dissolution of states, with governments often serving as sponsor of economic development.	
14	Ming and Qing China	SB-3, SB-4	4.1.IV, 4.2.III, 4.3.II	External conflicts and alliances that led to state formation, expansion, and dissolution  Economic factors that led to state formation, expansion, and dissolution	State expansion led to competition between different states for land, wealth, and other resources. This competition led to conflict between states, often ending in the dissolution of one or more empires and the creation of new states.  Economics was often a driving force in the formation, expansion, and dissolution of states, with governments often serving as sponsor of economic development.	





## ASSESS

- Assign the **Teacher Module Practice Question** and give feedback to students before they take the Unit 5 Test
- Target the **scoring focus** for Unit 5 as you apply the rubric to student work
- Create additional practice opportunities using the **AP Question Bank** and assign them through Academic Merit

## PRACTICE QUESTION

Before taking the Unit 5 Test, students may benefit from additional opportunities to receive feedback. You may assign the following sample free-response question from the Teacher Module to students and score your students' work according to the question rubric.

### Module – Contextualization in Period 4

Practice Question and Description	Scoring Focus for Unit 5
<p><b>Period 4 Document-Based Question</b> Students respond to the question: Explain the contributing factors to the patterns of the global silver trade between 1550 and 1800.</p>	<p><b>Argument Development</b></p> <ul style="list-style-type: none"> <li>• Make a historically defensible claim in the form of an evaluative thesis</li> <li>• Explain how a relevant context influenced a specific historical development or process</li> <li>• Support an argument using specific and relevant evidence</li> <li>• Use historical reasoning to explain relationships among pieces of historical evidence</li> <li>• Explain how point of view, purpose, historical situation, and/or audience might affect the sources' meanings</li> <li>• Consider ways that diverse or alternative evidence could be used to qualify or modify an argument</li> </ul>

## UNIT TEST

For each unit in AP World History, there is a full, pre-assembled, Unit Test, which you may choose to assign to your students. This Unit Test will focus on the emphasized focus skills of the unit in the context of the unit content. This assessment includes 11 multiple-choice questions and 2 free-response questions.

The free-response questions throughout the course have been designed to build students' skills over the course of the year. For this reason, the scoring expectations and rubrics have been modified to reflect the instructional emphasis of the unit. Use these modified rubrics provided in the AP support system as you assess students' progress toward mastery.

**Note:** The purpose of the Unit Test is not to predict how your students will do on the summative AP Exam; rather, it is meant to determine the level to which your students have mastered the focus practices and skills of the unit.

Free-Response Question	Scoring Expectation for Unit 5
Short-Answer Question	<ul style="list-style-type: none"> <li>• Describe similarities and/or differences between different historical developments or processes</li> <li>• Explain relevant similarities and/or differences between specific historical developments and processes</li> </ul>
Document-Based Question	<ul style="list-style-type: none"> <li>• Make a historically defensible claim in the form of an evaluative thesis</li> <li>• Explain how a relevant context influenced a specific historical development or process</li> <li>• Support an argument using specific and relevant evidence</li> <li>• Use historical reasoning to explain relationships among pieces of historical evidence</li> <li>• Explain how point of view, purpose, historical situation, and/or audience might affect the sources' meanings</li> <li>• Consider ways that diverse or alternative evidence could be used to qualify or modify an argument</li> </ul>

<b>AP World History</b>		<b>Unit 6</b>
<b>Period 5 - Industrialization and Global Integration (c. 1750 to c. 1900)</b>	<b>Suggested Length: 16-20 class periods</b>	



## PLAN

- Review the **Curriculum Framework** in the 2017 AP World History Course and Exam Description (CED)
- Identify the **Instructional Approaches** section in the CED that will be useful in teaching the **focus practices and skills**
- Watch the **Teacher Module: Teaching and Assessing Comparison in Period 5**

## OVERVIEW/CONTEXT


- Unit 6 focuses on industrialization and the impact of imperial expansion.
- In this unit, students should analyze primary and secondary sources and use the reasoning skills to consider the development of industrial societies and how industrialization influenced economics and the environment.
- Students also investigate imperialism and how and why it led to nationalistic movements, revolution, and political and social changes.
- By the end of the unit, students should be able to:
  - Explain patterns of continuity and/or change over time
  - Explain the point of view, purpose, audience, and situation of a primary source
  - Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change

## INSTRUCTIONAL FOCUS FOR THE UNIT

<b>Instructional Emphasis for Disciplinary Practices</b>	<b>Resources</b>
<p><b>Analyzing Historical Evidence – Primary Sources</b></p> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• Describe historically relevant information and/or arguments within a source</li> <li>• Explain how a source provides information about the broader historical setting within which it was created</li> <li>• Explain how a source's point of view, purpose, historical situation, and/or audience might affect the source's meaning</li> <li>• Explain the relative historical significance of a source's point of view, purpose, historical situation, and/or audience</li> <li>• Evaluate a source's credibility and/or limitations</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Module: Analyzing Primary Sources in Periods 2 and 3</li> <li>• Course and Exam Description: Instructional Approaches, pp. 152-159</li> <li>• APSI Lesson 4: Analyzing Primary Sources</li> <li>• Close Reading of Challenging Primary Sources</li> </ul>
<p><b>Analyzing Historical Evidence – Secondary Sources</b></p> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• Describe the claim or argument of a secondary source, as well as the evidence used</li> <li>• Describe a pattern or trend in quantitative data in non-text based sources</li> <li>• Explain how a historian's claim or argument is supported with evidence</li> <li>• Explain how a historian's context influences the claim or argument</li> <li>• Analyze patterns and trends in quantitative data in non-text-based sources</li> <li>• Evaluate the effectiveness of a historical claim or argument</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Module: Analyzing Secondary Sources in Periods 1 and 2</li> <li>• Course and Exam Description: Instructional Approaches, pp. 159-160</li> <li>• APSI Lesson 5: Analyzing Secondary Sources</li> </ul>
<p><b>Argument Development</b></p> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• Make a historically defensible claim in the form of an evaluative thesis</li> <li>• Support an argument using specific and relevant evidence</li> <li>• Use historical reasoning to explain relationships among pieces of historical evidence</li> <li>• Consider ways that diverse or alternative evidence could be used to qualify or modify an argument</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Module: Argument Development in Period 3</li> <li>• Course and Exam Description: Instructional Approaches, p. 166</li> <li>• APSI Lesson 8: Argument Development</li> </ul>

Instructional Emphasis for Focus Skills	Resources
<p><b>Comparison</b> <i>Explain relevant similarities and/or differences between specific historical developments and processes</i></p> <p>Students should be able to explain what the similarities and differences are between historical developments and process and how and why those developments and processes are similar or different.</p>	<ul style="list-style-type: none"> <li>• Teacher Module: Teaching and Assessing Comparison in Period 5</li> <li>• Course and Exam Description: Instructional Approaches, p. 163</li> <li>• APSI Lesson 7: Comparison and Contextualization</li> <li>• Lesson Plan: European and Japanese Imperialism</li> </ul>
<p><b>Causation</b> <i>Explain the relative historical significance of different causes and effects</i></p> <p>Students should be able to explain which causes and effects associated with a historical development or process are important and why they are important.</p>	<ul style="list-style-type: none"> <li>• Course and Exam Description: Instructional Approaches, p. 164</li> <li>• APSI Lesson 6: Chronological Reasoning</li> </ul>
<p><b>Continuity and Change over Time</b> <i>Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change</i></p> <p>Students should be able to explain what changed or stayed the same over time and how historical developments and/or processes contributed to that change or continuity.</p>	<ul style="list-style-type: none"> <li>• Teacher Module: Understanding Continuity and Change in Period 6</li> <li>• Course and Exam Description: Instructional Approaches, p. 165</li> <li>• APSI Lesson 6: Chronological Reasoning</li> <li>• Lesson Plan: Influence of Science on Ideologies about Class, Gender, and Race</li> </ul>

Instructional Emphasis for Thematic Learning Objectives	Resources
<p><b>SOC-5</b> <i>Explain how social categories, roles, and practices have been maintained or challenged over time.</i></p> <p>Ideologies about class, gender, and race often reflect a culture's values. Religion and belief systems may maintain or challenge those ideologies.</p>	<ul style="list-style-type: none"> <li>• Course and Exam Description:               <ul style="list-style-type: none"> <li>○ Learning Objectives, p. 30</li> <li>○ Concept Outline, pp. 110-121</li> </ul> </li> </ul>
<p><b>SB-4</b> <i>Explain how and why internal and external political factors have influenced the process of state building, expansion, and dissolution.</i></p> <p>Discontent among subjects led some to rebel against the existing government. In some cases, these rebellions successfully changed the government, while in others the ruling elites were able to maintain their power.</p>	<ul style="list-style-type: none"> <li>• Course and Exam Description:               <ul style="list-style-type: none"> <li>○ Learning Objective: p. 21</li> <li>○ Concept Outline, pp. 106, 114-115, 118-120</li> </ul> </li> </ul>
<p><b>ECON-7</b> <i>Explain how local, regional, and global economic systems and exchange networks have influenced and impacted each other over time.</i></p> <p>Trade networks evolved as the availability and demand for materials, good, and labor changed.</p>	<ul style="list-style-type: none"> <li>• Teacher Module: Contextualization in Period 4               <ul style="list-style-type: none"> <li>○ Teaching the Skill of Contextualization with Challenging Topics in Period 4: Learning about the Silver Trade; Silver Trade in Period 4</li> </ul> </li> <li>• Course and Exam Description:               <ul style="list-style-type: none"> <li>○ Learning Objectives, p. 27</li> <li>○ Concept Outline, pp. 103-105, 122</li> <li>○ Instructional Approaches, p. 147</li> </ul> </li> </ul>
<p><b>SB-1</b> <i>Explain how different forms of governance have been constructed and maintained over time.</i></p> <p><b>SB-2</b> <i>Explain how and why different functions and institutions of governance have changed over time.</i></p> <p>Governments developed as a way to organize societies. The goals for that organization and the institutions tasked with meeting those goals have developed over time. Students must be able to trace the concept of empires and imperialism by comparing their similarities and differences across time and regions.</p>	<ul style="list-style-type: none"> <li>• Teacher Module: Analyzing Secondary Sources in Periods 1 and 2               <ul style="list-style-type: none"> <li>○ Teaching the Skill of Analyzing Secondary Sources with Challenging Topics: Decline of Empires</li> </ul> </li> <li>• Teacher Module: Understanding Continuity and Change in Period 6               <ul style="list-style-type: none"> <li>○ Teaching the Skill of Continuity and Change over Time in Period 6: Learning about the Post-World War I Collapse of Empires</li> </ul> </li> <li>• Course and Exam Description:               <ul style="list-style-type: none"> <li>○ Learning Objectives, pp. 18-19</li> <li>○ Concept Outline, pp. 101, 106, 109, 111, 118, 122</li> </ul> </li> <li>• Instructional Approaches, p. 147</li> <li>• Lesson Plan: European and Japanese Imperialism</li> </ul>

 **TEACH**

- Teach each lesson. Emphasize the **highlighted focus topics**, supplementing them with teacher-designed practice activities for the foundational concepts
- Use provided **lesson plans** (indicated with icons below) to reinforce skill development and conceptual understanding
- Remember that **focus topics are critical**, and that students should master these skills and this content
- Assign **Focus Quizzes** to check for understanding

**INSTRUCTIONAL SEQUENCE**










Focus Topic



Focus Quiz Available



Lesson Plan Available

	Topic	LO	AP World History Content Outline	Content Emphasis	Instructional Focus	Skill and Practice Emphasis
1   	Influence of Science on Ideologies about Class, Gender, and Race	SOC-5	5.2.III, 5.3.I	Influence of science and/or philosophy on maintaining or challenging class, gender, and racial ideologies	Ideologies about class, gender, and race often reflect a culture's values. Science and philosophy may maintain or challenge those ideologies.	Continuity and Change over Time
2	Gender and Family During the Enlightenment	CUL-2	5.3.1	Religious and philosophical beliefs affected political, economic, and social institutions	Societies and cultures used political, economic, and social institutions as ways to organize themselves. Religious and philosophical belief systems often impacted those institutions.	
3	Enlightenment Ideas about Labor	ECON-4, ECON-5	5.3.1	Forms of labor organization and labor systems, including reform movements	Societies chose labor systems that aligned with their economic strategies and activities. As cultures interacted with each other, new ideas about the role of labor emerged and often led to reform movements.	
4  	Atlantic Revolutions	SB-4	5.3.III	Internal conflicts that led to state formation, expansion, and dissolution	Discontent among subjects led some to rebel against the existing government. In some cases, these rebellions successfully changed the government, while in others the ruling elites were able to maintain their power.	Causation
5	Nationalistic Movements in the Americas and Asia	SOC-7	5.3.III	Influence of colonialism, nationalism, and independence movements on maintaining or challenging class, gender, and racial ideologies	Nationalistic and independence movements demonstrated changes in the ways that peoples viewed themselves and their relationship to empires.	
6	Industrial Revolution in England the United States	ECON-3	5.1.I, 5.1.II	Role of cities as centers of production and commerce, including how technology supported urbanization	Due to their access to vital resources, like water, roads, land, and people, cities became the main centers of economic activity in many societies.	
7  	19 <sup>th</sup> Century Trade Networks	ECON-7	5.1.II, 5.1.IV	Expansion, contraction, or change of exchange networks, including what was exchanged and how	Trade networks evolved as the availability and demand for materials, goods, and labor changed.	Continuity and Change over Time
8	Transnational Business and Banking	ECON-7	5.1.III	Expansion, contraction, or change of exchange networks, including what was exchanged and how	Trade networks evolved as the availability and demand for materials, goods, and labor changed.	
9	Industrial Revolution Environmental Impacts	ENV-4, ENV-5	5.1.IV, 5.1.VI, 5.4.I	Environmental causes & effects of industrialization	Although industrialization drew people to major cities and provided for greater economic wealth and movements of peoples, it also caused unsanitary conditions and had detrimental effects on the environment.	

	Topic	LO	AP World History Content Outline	Content Emphasis	Instructional Focus	Skill and Practice Emphasis
10	Suffrage and Feminism	SOC-1, SOC-2	5.1.VI, 5.3.I, 5.3.IV	Social structure of gender and social hierarchies, why they are what they are, and how religion and philosophy influenced the hierarchies	A culture's social and gender hierarchies reflect the values embodied in the dominant religion, belief system, or philosophy within that culture.	
11	19 <sup>th</sup> Century Economic Philosophies	CUL-1	5.1.III, 5.1.V	How philosophies spread and developed	Religions and philosophies spread along major exchange networks, often coming into contact with new cultures and other religions. As a result, they evolved to incorporate aspects of the new cultures into their own religions and philosophies.	
12	19 <sup>th</sup> Century Economic Systems	ECON-6	5.1.III, 5.1.V	Connection between economic systems, including economic policies, and belief systems	Economic systems and policies influence and are influenced by the values and ideologies of a state or empire.	
13	European and Japanese Imperialism	SB-1, SB-2	5.2.I, 5.2.II	Development of government and how its institutions and functions have changed and stayed the same	Governments developed as a way to organize societies. The goals for that organization and the institutions tasked with meeting those goals have developed over time. Trace the idea of empires and imperialism, what's similar and different across time & region.	Comparison
14	Global Migration	ENV-2	5.4.I, 5.4.II, 5.4.III	Environmental advantages and disadvantages of major migration, trade, and communication networks	Different routes and networks had different advantages. Groups and individuals chose the routes best suited to the tools they had at their disposal and their needs at the time.	
15	Migratory Effects on Art	CUL-6	5.4.III	Arts reflect the innovation and creativity of a culture	Societies use art to express their values and culture.	
16	Industrialization in Asia and the Middle East	ECON-3	5.1.V	Economic strategies of different states and empires	The economic activities a state or empire engaged in depended on its philosophy on the role of the government and the availability of resources and factors of production.	



## ASSESS

- Assign the **Teacher Module Practice Question** and give feedback to students before they take the Unit 6 Test
- Target the **scoring focus** for Unit 6 as you apply the rubric to student work
- Create additional practice opportunities using the **AP Question Bank** and assign them through Academic Merit

## PRACTICE QUESTION

Before taking the Unit 6 Test, students may benefit from additional opportunities to receive feedback. You may assign the following sample free-response question from the Teacher Module to students and score your students' work according to the question rubric.

### Module – Teaching and Assessing Comparison in Period 5

Practice Question and Description	Scoring Focus for Unit 6
<p><b>Period 5 Long-Essay Question</b> Students respond to the question: Describe and explain a significant similarity and a significant difference in how the governments of Qing China and the Ottoman Empire responded to economic change in the nineteenth and the turn of the twentieth centuries.</p>	<p><b>Argument Development</b></p> <ul style="list-style-type: none"> <li>• Make a historically defensible claim in the form of an evaluative thesis</li> <li>• Explain how a relevant context influenced a specific historical development or process</li> <li>• Support an argument using specific and relevant evidence</li> <li>• Use historical reasoning to explain relationships among pieces of historical evidence</li> <li>• Explain how point of view, purpose, historical situation, and/or audience might affect the sources' meanings</li> <li>• Consider ways that diverse or alternative evidence could be used to qualify or modify an argument</li> </ul>

## UNIT TEST

For each unit in AP World History, there is a full, pre-assembled, Unit Test, which you may choose to assign to your students. This Unit Test will focus on the emphasized focus skills of the unit in the context of the unit content. This assessment includes 11 multiple-choice questions and 2 free-response questions.

The free-response questions throughout the course have been designed to build students' skills over the course of the year. For this reason, the scoring expectations and rubrics have been modified to reflect the instructional emphasis of the unit. Use these modified rubrics provided in the AP support system as you assess students' progress toward mastery.

**Note:** The purpose of the Unit Test is not to predict how your students will do on the summative AP Exam; rather, it is meant to determine the level to which your students have mastered the focus practices and skills of the unit.

Free-Response Question	Scoring Expectation for Unit 6
Short-Answer Question	<ul style="list-style-type: none"> <li>• Explain patterns of continuity and/or change over time</li> <li>• Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change</li> </ul>
Document-Based Question	<ul style="list-style-type: none"> <li>• Make a historically defensible claim in the form of an evaluative thesis</li> <li>• Explain how a relevant context influenced a specific historical development or process</li> <li>• Support an argument using specific and relevant evidence</li> <li>• Use historical reasoning to explain relationships among pieces of historical evidence</li> <li>• Explain how point of view, purpose, historical situation, and/or audience might affect the sources' meanings</li> <li>• Consider ways that diverse or alternative evidence could be used to qualify or modify an argument</li> </ul>

<b>AP World History</b>		<b>Unit</b>
<b>Period 6 - Accelerating Global Change and Realignments (c. 1900 to the Present)</b>	<b>Suggested Length: 18-22 class periods</b>	<b>7</b>



## PLAN

- Review the **Curriculum Framework** in the 2017 AP World History Course and Exam Description (CED)
- Identify the **Instructional Approaches** section in the CED that will be useful in teaching the **focus practices and skills**
- Watch the **Teacher Module: Understanding Continuity and Change in Period 6**

## OVERVIEW/CONTEXT

- The final unit focuses on the rapid global changes that took place in the 20<sup>th</sup> and 21<sup>st</sup> centuries. Students should study the scientific developments and environmental impacts of modern society, as well as the global conflicts and their political, social, and cultural consequences.
- By the end of the unit, students should be able to:
  - Explain the point of view, purpose, audience, and situation of a primary source
  - Use context to explain the relative historical significance of a specific historical development or process
  - Explain the relative historical significance of similarities and/or differences between different historical developments or processes


## INSTRUCTIONAL FOCUS FOR THE UNIT

<b>Instructional Emphasis for Disciplinary Practices</b>	<b>Resources</b>
<p><b>Analyzing Historical Evidence – Primary Sources</b></p> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• Describe historically relevant information and/or arguments within a source</li> <li>• Explain how a source provides information about the broader historical setting within which it was created</li> <li>• Explain how a source’s point of view, purpose, historical situation, and/or audience might affect the source’s meaning</li> <li>• Explain the relative historical significance of a source’s point of view, purpose, historical situation, and/or audience</li> <li>• Evaluate a source’s credibility and/or limitations</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Module: Analyzing Primary Sources in Periods 2 and 3</li> <li>• Course and Exam Description: Instructional Approaches, pp. 152-159</li> <li>• APSI Lesson 4: Analyzing Primary Sources</li> <li>• Close Reading of Challenging Primary Sources</li> </ul>
<p><b>Analyzing Historical Evidence – Secondary Sources</b></p> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• Describe the claim or argument of a secondary source, as well as the evidence used</li> <li>• Describe a pattern or trend in quantitative data in non-text based sources</li> <li>• Explain how a historian’s claim or argument is supported with evidence</li> <li>• Explain how a historian’s context influences the claim or argument</li> <li>• Analyze patterns and trends in quantitative data in non-text-based sources</li> <li>• Evaluate the effectiveness of a historical claim or argument</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Module: Analyzing Secondary Sources in Periods 1 and 2</li> <li>• Course and Exam Description: Instructional Approaches, pp. 159-160</li> <li>• APSI Lesson 5: Analyzing Secondary Sources</li> </ul>
<p><b>Argument Development</b></p> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• Make a historically defensible claim in the form of an evaluative thesis</li> <li>• Support an argument using specific and relevant evidence</li> <li>• Use historical reasoning to explain relationships among pieces of historical evidence</li> <li>• Consider ways that diverse or alternative evidence could be used to qualify or modify an argument</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Module: Argument Development in Period 3</li> <li>• Course and Exam Description: Instructional Approaches, p. 166</li> <li>• APSI Lesson 8: Argument Development</li> </ul>



Instructional Emphasis for Disciplinary Focus Skills	Resources
<p><b>Contextualization</b> <i>Use context to explain the relative historical significance of a specific historical development or process</i></p> <p>Students should be able to use the context in which a historical development or process occurred in order to explain why it was important.</p>	<ul style="list-style-type: none"> <li>• Teacher Module: Contextualization in Period 4</li> <li>• Course and Exam Description: Instructional Approaches, p. 162</li> <li>• APSI Lesson 7: Comparison and Contextualization</li> </ul>
<p><b>Comparison</b> <i>Explain the relative historical significance of similarities and/or differences between different historical developments or processes</i></p> <p>Students should be able to explain what the similarities and differences are between historical developments and processes and how and why those developments and processes are important.</p>	<ul style="list-style-type: none"> <li>• Teacher Module: Teaching and Assessing Comparison in Period 5</li> <li>• Course and Exam Description: Instructional Approaches, p. 163</li> <li>• APSI Lesson 7: Comparison and Contextualization</li> </ul>
<p><b>Continuity and Change over Time</b> <i>Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change</i></p> <p>Students should be able to explain what changed or stayed the same over time and how historical developments and/or processes contributed to that change or continuity.</p>	<ul style="list-style-type: none"> <li>• Teacher Module: Understanding Continuity and Change in Period 6</li> <li>• Course and Exam Description: Instructional Approaches, p. 165</li> <li>• APSI Lesson 6: Chronological Reasoning</li> <li>• Lesson Plan: Anti-Imperialist Challenges to States and Empires</li> </ul>

Instructional Emphasis for Thematic Learning Objectives	Resources
<p><b>SOC-5</b> <i>Explain how social categories, roles, and practices have been maintained or challenged over time.</i></p> <p>Ideologies about class, gender, and race often reflect a culture's values. Religion and belief systems can maintain or challenge those ideologies.</p>	<ul style="list-style-type: none"> <li>• Course and Exam Description: <ul style="list-style-type: none"> <li>○ Learning Objectives, p. 30</li> <li>○ Concept Outline, pp. 133, 142-143</li> </ul> </li> </ul>
<p><b>SB-4</b> <i>Explain how and why internal and external political factors have influenced the process of state building, expansion, and dissolution.</i></p> <p>Discontent among subjects led some to rebel against the existing government. In some cases, these rebellions successfully changed the government, while in others the ruling elites were able to maintain their power.</p>	<ul style="list-style-type: none"> <li>• Course and Exam Description: <ul style="list-style-type: none"> <li>○ Learning Objective: p. 21</li> <li>○ Concept Outline, pp. 133, 136</li> </ul> </li> <li>• Lesson Plan: Anti-Imperialist Challenges to States and Empires</li> </ul>



## TEACH

- Teach each lesson. Emphasize the **highlighted focus topics**, supplementing them with teacher-designed practice activities for the foundational concepts
- Use provided **lesson plans** (indicated with icons below) to reinforce skill development and conceptual understanding
- Remember that **focus topics are critical**, and that students should master these skills and this content
- Assign **Focus Quizzes** to check for understanding

### INSTRUCTIONAL SEQUENCE



Focus Topic




Focus Quiz Available



Lesson Plan Available

	Topic	LO	AP World History Content Outline	Content Emphasis	Instructional Focus	Skill and Practice Emphasis
1	Causes and Effects of WWI	SB-4	6.2.I, 6.2.IV	External conflicts and alliances that led to state formation, expansion, and dissolution	State expansion led to competition between different states for land, wealth, and other resources. This competition led to conflict between states, often ending in the dissolution of one or more empires and the creation of new states.	
2	Great Depression: 20 <sup>th</sup> Century Economic Challenges	ECON-3	6.3.I, 6.3.II	Economic strategies of different states and empires	The economic activities a state or empire engaged in depended on its philosophy on the role of the government and the availability of resources and factors of production.	
3	World War II	SB-4	6.2.IV	External conflicts and alliances that led to state formation, expansion, and dissolution	State expansion led to competition between different states for land, wealth, and other resources. This competition led to conflict between states, often ending in the dissolution of one or more empires and the creation of new states.	
4	The Holocaust	SOC-5	6.2.III	Influence of science and/or philosophy on maintaining or challenging class, gender, and racial ideologies	Ideologies about class, gender, and race often reflect a culture's values. Science and philosophy may maintain or challenge those ideologies.	Contextualization
5	Communism	CUL-1	6.3.I	How philosophies spread and developed	Religions and philosophies spread along major exchange networks, often coming into contact with new cultures and other religions. As a result, they evolved to incorporate aspects of the new cultures into their own religions and philosophies.	
6	Land Redistribution in the 20 <sup>th</sup> Century	ECON-4, ECON-5	6.2.II	Forms of labor organization and labor systems, including reform movements	Societies chose labor systems that aligned with their economic strategies and activities. As cultures interacted with each other, new ideas about the role of labor emerged and often led to reform movements.	
7	Cold War	ECON-6	6.3.I, 6.3.II	Connection between economic systems, including economic policies, and belief systems	Economic systems and policies influence and are influenced by the values and ideologies of a state or empire.	
8	Anti-Imperialist Challenges to States and Empires	SB-4	6.2.III, 6.2.V	Internal conflicts that led to state formation, expansion, and dissolution	Discontent among subjects led some to rebel against the existing government. In some cases, these rebellions successfully changed the government, while in others the ruling elites were able to maintain their power.	Continuity and Change over Time

	Topic	LO	AP World History Content Outline	Content Emphasis	Instructional Focus	Skill and Practice Emphasis
9	Anti-Imperialism in Asia and Africa Develops	SOC-6	6.2.II	Influence of colonialism, nationalism, and independence movements on maintaining or challenging class, gender, and racial ideologies	Nationalistic and independence movements demonstrated changes in the ways that peoples viewed themselves and their relationship to empires.	
10	Transnational Movements in the 20 <sup>th</sup> Century	SB-5, SB-6	6.2.II	Political and economic interactions between states and non-state actors	As states with centralized governments expanded their borders and their exchange networks, they often came into contact with other forms of societies, such as pastoral and agricultural societies, or non-governmental actors. This contact created both opportunities for economic and cultural exchange and challenges.	
11	Post-Colonial Migration Patterns	SOC-6	6.2.III	Effect of migration on social structures	Social structures reflect a culture's values. As cultures interact, values may change, resulting in new social structures. However, some aspects of social structures may remain the same.	
12	Global Economic Institutions Develop	ECON-7	6.3.II	Effect of financial instruments and techniques on economic exchange	Innovations in financial and economic techniques led to expanded exchange networks.	
13	Science and Technology	CUL-3, CUL-4	6.1.I	Cross-cultural exchanges led to transfer of technology and scientific knowledge	While economic benefits initially drove cross-cultural contacts, those contacts often resulted in the exchange of ideas and knowledge.	
14	Consumer Culture	CUL-6	6.3.IV	Arts reflect the innovation and creativity of a culture	Societies use art to express their values and culture.	
15	Environmental Impacts of Globalization	ENV-4, ENV-5	6.1.I, 6.1.II, 6.3.II	Environmental causes & effects of industrialization	Although industrialization drew people to major cities and provided for greater economic wealth and movements of peoples, it also caused unsanitary conditions and had detrimental effects on the environment.	
16	Human Rights	SOC-5	6.3.III	Influence of religion on maintaining or challenging class, gender, and racial ideologies	Ideologies about class, gender, and race often reflect a culture's values. Science and philosophy may maintain or challenge those ideologies. Religion and belief systems may maintain or challenge those ideologies.	Continuity and Change over Time
17	Poverty and Disease	SOC-5	6.1.III	Influence of religion on maintaining or challenging class, gender, and racial ideologies	Ideologies about class, gender, and race often reflect a culture's values. Science and philosophy may maintain or challenge those ideologies. Religion and belief systems may maintain or challenge those ideologies.	



- Assign the **Teacher Module Practice Question** and give feedback to students before they take the Unit 7 Test
- Target the **scoring focus** for Unit 7 as you apply the rubric to student work
- Create additional practice opportunities using the **AP Question Bank** and assign them through Academic Merit

ASSESS

## PRACTICE QUESTION

Before taking the Unit 7 Test, students may benefit from additional opportunities to receive feedback. You may assign the following sample free-response question from the Teacher Module to students and score your students' work according to the question rubric.

**Module** – Understanding Continuity and Change in Period 6

Practice Question and Description	Scoring Focus for Unit 7
<p><b>Period 6 Document-Based Question</b> Students respond to the question: Evaluate the extent to which the politics of newly formed postcolonial states after the end of empire changed between 1945 and 1975.</p>	<p><b>Argument Development</b></p> <ul style="list-style-type: none"> <li>• Make a historically defensible claim in the form of an evaluative thesis</li> <li>• Explain how a relevant context influenced a specific historical development or process</li> <li>• Support an argument using specific and relevant evidence</li> <li>• Use historical reasoning to explain relationships among pieces of historical evidence</li> <li>• Explain how point of view, purpose, historical situation, and/or audience might affect the sources' meanings</li> <li>• Consider ways that diverse or alternative evidence could be used to qualify or modify an argument</li> </ul>

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Free-Response Question	Scoring Expectation for Unit 7
Short-Answer Question	<ul style="list-style-type: none"> <li>• Describe the claim or argument of a secondary source</li> <li>• Describe two pieces of evidence to support the claim or argument of a secondary source</li> </ul>
Long Essay Question	<ul style="list-style-type: none"> <li>• Make a historically defensible claim in the form of an evaluative thesis</li> <li>• Explain how a relevant context influenced a specific historical development or process</li> <li>• Support an argument using specific and relevant evidence</li> <li>• Use historical reasoning to explain relationships among pieces of historical evidence</li> <li>• Consider ways that diverse or alternative evidence could be used to qualify or modify an argument</li> </ul>