

## SYLLABUS DEVELOPMENT GUIDE

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# AP<sup>®</sup> World History: Modern

The guide contains the following information:

### Curricular Requirements

The curricular requirements are the core elements of the course. A syllabus must provide explicit evidence of each requirement based on the required evidence statement(s).

The Unit Guides and the “Instructional Approaches” section of the *AP<sup>®</sup> World History Course and Exam Description* (CED) may be useful in providing evidence for satisfying these curricular requirements.

### Required Evidence

These statements describe the type of evidence and level of detail required in the syllabus to demonstrate how the curricular requirement is met in the course.

Note: Curricular requirements may have more than one required evidence statement. Each statement must be addressed to fulfill the requirement.

### Clarifying Terms

These statements define terms in the Syllabus Development Guide that may have multiple meanings.

### Samples of Evidence

For each curricular requirement, three separate samples of evidence are provided. These samples provide either verbatim evidence or descriptions of what acceptable evidence could look like in a syllabus.

# Curricular Requirements

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<b>CR1</b>	The teacher and students have access to a college-level world history textbook, diverse primary sources, and multiple secondary sources written by historians or scholars interpreting the past.	<i>See page:</i> 3
<b>CR2</b>	The course provides opportunities to develop student understanding of the required content outlined in each of the units described in the AP Course and Exam Description (CED).	<i>See page:</i> 5
<b>CR3</b>	The course provides opportunities to develop student understanding of the course themes.	<i>See page:</i> 6
<b>CR4</b>	The course provides opportunities for students to develop Historical Thinking Skill 1: Developments and Processes.	<i>See page:</i> 8
<b>CR5</b>	The course provides opportunities for students to develop Historical Thinking Skill 2: Sourcing and Situation.	<i>See page:</i> 9
<b>CR6</b>	The course provides opportunities for students to develop Historical Thinking Skill 3: Claims and Evidence in Sources.	<i>See page:</i> 10
<b>CR7</b>	The course provides opportunities for students to develop Historical Thinking Skill 4: Contextualization.	<i>See page:</i> 11
<b>CR8</b>	The course provides opportunities for students to develop Historical Thinking Skill 5: Making connections through the application of the three historical reasoning processes (comparison, causation, continuity and change).	<i>See page:</i> 12
<b>CR9</b>	The course provides opportunities for students to develop Historical Thinking Skill 6: Argumentation.	<i>See page:</i> 14

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## Curricular Requirement 1

The teacher and students have access to a college-level world history textbook, diverse primary sources, and multiple secondary sources written by historians or scholars interpreting the past.

### Required Evidence

- The syllabus must include the following:
  1. Title, author, and publication date of a college-level world history textbook
  2. Specific examples of primary sources from each category, clearly identified:
    - Textual (documents)
    - Visual (images or artwork)
    - Maps
    - Quantitative (charts, tables, graphs)—student-generated sources are not acceptable
  3. Specific examples (title and author) of at least two scholarly secondary sources beyond the course textbook (e.g., journal articles, critical reviews, and monographs).

### Clarifying Terms

**Primary source:** a source that originates with or is contemporary with the period of study

**Quantitative sources and maps:** sources do not have to be created during the time being studied but should relate to the topic under study

**Scholarly secondary source:** an analytical account of the past, written after the event, and used to provide insight into the past (e.g., journal articles, critical reviews, monographs, etc.)

### Samples of Evidence

1. The syllabus cites a required textbook, for example: Jerry Bentley and Herbert Ziegler, *Traditions and Encounters*, 4th ed., 2015.

Throughout the course schedule, the syllabus integrates specific textual and visual primary sources, as well as maps and quantitative sources (charts, tables or graphs).

Examples of each category might include:

- Textual—a passage from Bartolomé de Las Casas, *The Destruction of the Indies*
- Visual—images of Islamic art
- Maps—a map of Zheng He’s voyages of discovery
- Quantitative—a chart of population statistics showing the global impact of the plague

The course schedule integrates at least two works of historical scholarship beyond textbooks. These can be articles or excerpts from books. For example, students are required to read a chapter from Matthew Restall’s *Seven Myths of the Spanish Conquest* when covering the conquest of the Americas, and when discussing the Ottoman Empire, they read Gabor Agoston, “Firearms and Military Adaptation: The Ottomans and the European Military Revolution, 1450–1800,” *Journal of World History* vol. 25, no. 1 (March 2014): 85–124.

2. The syllabus cites the following textbook: Dunn, Ross E. and Laura J. Mitchell. *Panorama: A World History*. New York: McGraw-Hill, 2014.

The syllabus cites the following examples of primary documents:

- Pairing a document and image for analysis, such as Lin Zexu’s “Letter to Queen Victoria” and an illustration of an opium warehouse in Macao.
- Analyzing quantitative data about the demographic impact of the Black Death and a map of the disease’s global spread.

The syllabus includes a packet of historiographic material that cites the following articles:

- Bentley, Jerry H. “Sea and Ocean Basins as Frameworks of Historical Analysis.” *Geographical Review* 89, no. 2 (April 1999): 215–224.
- Gaynor, Jennifer. “Ages of Sail, Ocean Basins, and Southeast Asia.” *Journal of World History* 24, no. 2 (June 2013): 309–333.

3. Strayer, Robert W. *Ways of the World: A Global History with Sources for AP*. Second Edition. 2013.

- Casas, Apologetic History of the Indies, p.314–318 (Kishlansky, *Sources of World History*, Vol. 1).
- Owen, Dulce et Decorum Est, p.939–940 (Reilly, *Worlds of History*).
- World War I Propaganda Posters, 1915–1918, p.932–938 (Reilly, *Worlds of History*).
- Art and the Industrial Revolution (Art and Photographs of the Industrial Era with interpretive notes), p.877 (Strayer, *Ways of the World*).
- Map 7.1: The Silk Roads, p.319.
- Map 7.2: The Sea Roads, p.325.
- Map 7.4: The Sand Roads, p.336.
- Map 7.5: The American Web, p.340 (Strayer, *Ways of the World*).
- Snapshot Graph: World Population Growth, p.590.
- Snapshot Table: Global Development and Inequality, p.1145 (Strayer, *Ways of the World*).
- Journal Article, “Southernization” by Lynda Shaffer, *Journal of World History*, 1994.
- (Students will evaluate the arguments made by Shaffer for Southernization’s role in shaping the development of Western culture and technology use.)
- “World History Makeover: The European Renaissance” by Deborah Smith Johnston, *World History Connected*, Vol.1, Issue 2. (Students will read and discuss causative and comparative ways in which to place the European Renaissance into a larger global context.)

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## Curricular Requirement 2

The course provides opportunities to develop student understanding of the required content outlined in each of the units described in the AP Course and Exam Description (CED).

### Required Evidence

- The syllabus must include an outline of course content by unit title or topic using any organizational approach to demonstrate the inclusion of required course content.

**Note:** If the syllabus demonstrates a different approach than the units outlined in the *AP World History: Modern Course and Exam Description* (CED) (e.g., thematic approach), the teacher must indicate where the content of each unit in the CED will be taught.

### Samples of Evidence

1. The syllabus includes the nine AP World History content units as outlined in the AP Course and Exam Description (CED):
  - Unit 1: The Global Tapestry, 1200–1450
  - Unit 2: Networks of Exchange, 1200–1450
  - Unit 3: Land-Based Empires, 1450–1750
  - Unit 4: Transoceanic Interconnections, 1450–1750
  - Unit 5: Revolutions, 1750–1900
  - Unit 6: Consequences of Industrialization, 1750–1900
  - Unit 7: Global Conflict, 1900–Present
  - Unit 8: Cold War and Decolonization, 1900–Present
  - Unit 9: Globalization, 1900–Present

(The syllabus will reflect these unit divisions and syllabus pacing will incorporate the topics for each unit as presented in the CED.)
2. The syllabus includes major topics studied from each of the required historical periods outlined in the AP Course and Exam Description. For example, the first unit studying the period from c. 1200 to c. 1450 includes the following topics:
  - Developments in Asia
  - Developments in Dar al-Islam
  - Development in South and Southeast Asia
  - State Building in the Americas
  - State Building in Africa
  - Developments in Europe
  - Comparison in the Period
3. The syllabus includes the required course content organized in a different sequence than that presented in the AP Course and Exam Description and specifies where the required content is taught.

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## Curricular Requirement 3

The course provides opportunities to develop student understanding of the course themes, as outlined in the AP Course and Exam Description (CED).

### Required Evidence

- The syllabus must include six student activities (e.g., essays, classroom debates, oral presentations, etc.), each of which is appropriately related to one of the six themes.
- Each activity must be labeled with the related theme. All course themes must be represented in these activities.

### Samples of Evidence

1. Student activities and assignments examine the six course themes in different time periods.
  - After conducting a gallery walk activity, students analyze the various environmental consequences of industrialization. **(Humans and the Environment)**
  - Using a Venn diagram, students explore how both Hinduism and Islam informed the development of Sikhism. **(Cultural Developments and Interactions)**
  - With a graphic organizer, students compare the structures and practices of governance in the Aztec and Inca empires. **(Governance)**
  - In a mapping exercise, students locate the movement of goods and commodities along the major trade routes of Afro-Eurasia between 1200 CE and 1450 CE **(Economic Systems)**
  - In a scored and structured discussion, students debate the extent to which gender relations changed globally after 1945. **(Social Interactions and Organization)**
  - Students annotate two maps showing the effects of the diffusion of new crops in Africa, Asia and Europe between 1450 and 1750. **(Technology and Innovation)**

#### 2. Themes in World History

*AP themes will be addressed on a daily basis with constant identification of how concepts studied relate to these themes. They will also consistently be applied to make comparisons between world regions and identify change and continuity over time.*

Example activities for each theme include:

- **ENV:** Students will debate the label and periodization of the “Anthropocene Era” to describe human history from the Industrial Revolution to the present.
- **CDI:** Students will break into small groups and identify changes in religious practices and beliefs as a result of cross-cultural interaction in colonial Latin America.
- **GOV:** In a short writing assignment, students will identify and explain continuities and changes in the governance of colonies from the 1st major wave of European imperial control in the Early Modern Era to the Imperialism of the late 19th century.
- **ECN:** Students will identify, discuss, and present major changes in production and consumption as a result of the Industrial Revolution.

- **SIO:** Students will write an essay comparing social class structures of the Early Modern Era found in Spanish Colonial America, the Ottoman Empire, the Mughal Empire, and Qing China.
  - **TEC:** Students will make a comparative chart illustrating the effects of innovations in maritime technologies on Indian Ocean trade networks during the post-Classical Era and Atlantic Trade in the Early Modern Era.
3. A list of the course themes is provided in the introduction to the syllabus, **and** at least one student activity per theme is described and labeled with the relevant theme.

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## Curricular Requirement 4

The course provides opportunities for students to develop Historical Thinking Skill 1: Developments and Processes, as outlined in the AP Course and Exam Description (CED).

### Required Evidence

- The syllabus must provide a brief description of at least one activity (e.g., essays, classroom debates, oral presentations, etc.) in which students identify and explain historical developments and processes.
- At least one activity must be labeled with Skill 1.

### Samples of Evidence

1. In a graded discussion, students identify and explain how state-building occurred in France, North America, and Latin America between 1750 and 1850. **(Skill 1)**
2. Students will develop a timeline of major events in China after WWII—from China’s Communist Revolution in 1949 to the present—and then explain them. **(Skill 1)**
3. In a writing assignment, students define nationalism and explain its development in the French Revolution. **(Skill 1)**

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## Curricular Requirement 5

The course provides opportunities for students to develop Historical Thinking Skill 2: Sourcing and Situation, as outlined in the AP Course and Exam Description (CED).

### Required Evidence

- The syllabus must describe at least one activity in which students analyze a **primary source** for **all** the following features: author’s point of view, author’s purpose, audience, and historical situation. The syllabus must cite (author and title) or describe the primary source used for the activity. The source can be textual or visual.
  - At least one activity must be labeled with Skill 2.
- AND
- The syllabus must describe at least one activity in which students analyze a **scholarly secondary source** for **at least one** of the following features: author’s point of view, author’s purpose, audience, and historical situation. The syllabus must cite (author and title) or describe the secondary source used for the activity.
  - At least one activity must be labeled with Skill 2.

**Note:** If sourcing acronyms are used (e.g., SOAPSTone), they must be defined at least once in the syllabus.

### Samples of Evidence

1. **Primary:** The syllabus describes at least one activity in which students are asked to analyze a primary source. This will include an analysis of the author’s point of view, author’s purpose, audience, and historical situation. For instance, in analyzing Emperor Qianlong’s letter to King George III of England, students write a paragraph identifying how the historical situation shapes the Emperor’s point of view and his purpose of curbing further trade with England. Students will also analyze Emperor Qianlong’s tone in addressing his audience, King George. **(Skill 2)**  
**Secondary:** Students identify and explain the point of view of each author based on arguments put forth by Jared Diamond in *Guns, Germs, and Steel: The Fates of Human Societies* and critiqued by J. R. McNeill in “The World According to Jared Diamond,” *The History Teacher* 34, no. 2 (February 2001). **(Skill 2)**
2. **Primary:** Students will use the documents provided in the 2006 Silver Trade document-based question (DBQ) to conduct a thorough exercise in sourcing and historical situation. Students will use the documents provided in the DBQ to explain each source’s point of view, purpose, audience, and specific historical situation. **(Skill 2)**  
**Secondary:** Students identify and explain John Thornton’s purpose regarding his argument about African agency in the Atlantic World in Chapter 6 of *Africa and Africans in the Making of the Atlantic World, 1400–1800*, 1998. **(Skill 2)**
3. In a short-answer question (SAQ), students explain the significance of the point of view, purpose, historical situation, and audience as related to the reliability of Ibn al Athir’s “On the Tartars, 1220–1221” as evidence of Mongol cultural practices. **(Skill 2)**  
Students will analyze the origins of changing interpretations of the Cold War by reading the introduction to Arne Westad’s *The Global Cold War*, 2007. **(Skill 2)**

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## Curricular Requirement 6

The course provides opportunities for students to develop Historical Thinking Skill 3: Claims and Evidence in Sources, as outlined in the AP Course and Exam Description (CED).

### Required Evidence

- The syllabus must provide a brief description of at least one activity (e.g., essays, classroom debates, oral presentations, etc.) where students analyze an argument or claim in **one or more primary sources**. The syllabus must cite (author and title) or describe the primary source used for the activity.
  - At least one activity must be labeled with Skill 3.
- AND
- The syllabus must provide a brief description of at least one activity (e.g., essays, classroom debates, oral presentations, etc.) where students analyze an argument or claim in **one or more scholarly secondary sources**. The syllabus must cite (author and title) or describe the secondary source used for the activity.
  - At least one activity must be labeled with Skill 3.

### Samples of Evidence

1. **Primary:** In a think-pair-share activity, students identify the justifications for revolution that Karl Marx presents in *The Communist Manifesto*. **(Skill 3)**  
**Secondary:** Students begin by viewing the YouTube video “Crash Course World History #212: The Rise of the West and Historical Methodology” to identify claims and evidence related to the timing and impact of growing Western global influence. Students will then track the claims made by Ian Morris, Daron Acemoglu, James Robinson, and Francis Fukuyama as presented in the Crash Course video and go on to investigate these views by reading book reviews and short passages from the following texts **(Skill 3)**:
  - *Why the West Rules—For Now: The Patterns of History and What They Reveal About the Future* by Ian Morris
  - *Why Nations Fail: The Origins of Power, Prosperity, and Poverty* by Daron Acemoglu and James Robinson
  - *The End of History and the Last Man* by Francis Fukuyama
2. **Primary:** In an SAQ, students identify the arguments made in the Declaration of Independence and compare with those found in Simón Bolívar’s “Jamaican Letter.” **(Skill 3)**  
**Secondary:** Based on the reading of the introduction to Andrés Reséndez’s *The Other Slavery*, students fill out a graphic organizer that identifies the separate components of the author’s argument and the evidence that substantiates the claims of each component. **(Skill 3)**
3. Students compare the causes of the fall of the Aztec empire in the claims of Nahua accounts as represented in the *Florentine Codex* with those by Bernal Diaz in *The True History of the Conquest of New Spain*. **(Skill 3)**  
In a written assignment, students identify the main arguments of Gabor Agoston’s “Firearms and Military Adaptation: The Ottomans and the European Military Revolution, 1450–1800,” *Journal of World History* vol. 25, no. 1 (March 2014): 85–124. Students will then analyze the extent to which diplomat Ogier Ghiselin de Busbecq’s report of his visit to the Ottoman court of Suleiman the Magnificent supports or contests the arguments of Agoston. **(Skill 3)**

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## Curricular Requirement 7

The course provides opportunities for students to develop Historical Thinking Skill 4: Contextualization, as outlined in the AP Course and Exam Description (CED).

### Required Evidence

- The syllabus must provide a brief description of at least one activity (e.g., essays, classroom debates, oral presentations, etc.) in which students analyze the context of historical events, developments, or processes.
- At least one activity must be labeled with Skill 4.

### Samples of Evidence

1. In a writing assignment, students analyze the Cold War within the context of decolonization and postcolonial state-building by first identifying the context for the Cold War and then describing how the context of decolonization and/or postcolonial state-building affected the development of the Cold War. **(Skill 4)**
2. In an in-class essay, students will explain why and how the broader developments of industrialization factored into the character of World War I. **(Skill 4)**
3. At the beginning of the year, students will view David Christian's TED Talk, "The History of Our World in 18 Minutes" in order to discuss how human existence, as well as the human history from 1200 to the present fits into the much larger context of Big History and the history of the universe. Students will then discuss different content from the TED talk and identify instances of context from it. Students will also read and discuss Christian's article, "World History in Context" from the *Journal of World History*, December 2003. These activities will set the stage for how contextualization is approached throughout the course and how an interdisciplinary approach to history can lead to a broader and more nuanced understanding of developments and events. Students will then discuss, in small groups, historical events with which they are familiar and will describe a context for each, and then will explain how that context might have affected the historical event or development. **(Skill 4)**

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## Curricular Requirement 8

The course provides opportunities for students to develop Historical Thinking Skill 5: Making connections through the application of the three historical reasoning processes (comparison, causation, continuity and change), as outlined in the AP Course and Exam Description (CED).

### Required Evidence

- The syllabus must describe at least one activity (e.g., essays, classroom debates, oral presentations, etc.) requiring students to analyze both similarities **and** differences of related historical developments and processes across regions, periods, or societies (or within one society).
- At least one activity must be labeled with Skill 5: Comparison.  
AND
- The syllabus must describe at least one activity (e.g., essays, classroom debates, oral presentations, etc.) requiring students to analyze both causes **and** effects.
- At least one activity must be labeled with Skill 5: Causation.  
AND
- The syllabus must describe at least one activity (e.g., essays, classroom debates, oral presentations, etc.) requiring students to analyze historical patterns of both continuity **and** change within one time period or across multiple time periods.
- At least one activity must be labeled with Skill 5: Continuity and Change.

### Samples of Evidence

1. The syllabus must include at least one specific student activity for each of the three reasoning processes: comparison, causation, continuity and change.
  - **Comparison Activity:** Students write a comparative essay describing similarities and differences in European colonial rule in two countries (e.g., India and Congo). **(Skill 5)**
  - **Causation Activity:** Students create causation charts for significant developments such as the Cold War, with one column for causes and one column for effects. Students will explain why they placed each development in the specific column. **(Skill 5)**
  - **Continuity and Change Activity:** Students collect, display, and describe visual images that demonstrate cultural continuity and change in pre- and post-colonial Central or South America. **(Skill 5)**
2. **Comparison:** Students will compare and evaluate the modernization efforts of China, the Ottoman Empire, and Japan during the late 19th century, explaining similarities and differences. **(Skill 5)**  
**Causation:** Students will identify and explain the relative significance of the causes and effects of World War I. They will determine the difference between broad causal influence and immediate causes. They will also differentiate between short- and long-term effects. **(Skill 5)**  
**Continuity and Change:** Students will identify continuities and changes in patterns of consumer habits and popular (mass) culture in industrial societies from the late 19th century to the present. They will also develop explanations for why certain aspects of these habits and popular culture remain while others have dramatically changed. **(Skill 5)**

3. In an essay, students will compare and rank the relative historical significance of religion in state-building between the Safavid, Ottoman, and Mughal Empires. **Comparison (Skill 5)**

In a Socratic seminar, students weigh the relative significance of ideological and political factors in explaining the causes and consequences of the Atlantic Revolutions. **Causation (Skill 5)**

In a practice long essay question (LEQ), students analyze continuities and changes in Indian Ocean trade between 1450 and 1750 and explain the relative impact of Western European and Asian involvement in this region. **Continuity and Change (Skill 5)**

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## Curricular Requirement 9

The course provides opportunities for students to develop Historical Thinking Skill 6: Argumentation, as outlined in the AP Course and Exam Description (CED).

### Required Evidence

- The syllabus must describe at least two activities (including at least one essay) in which students do all of the following:
  - Make a historically defensible claim;
  - Support an argument using specific and relevant evidence;
  - Use historical reasoning to explain relationships among pieces of historical evidence; and
  - Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument.
- At least two activities must be labeled with Skill 6.

### Samples of Evidence

1. Students will examine a variety of evidence (e.g., article readings, primary source excerpts, text, short video documentaries) to establish an argument regarding the degree to which the Mongols were a stabilizing or destabilizing force in Eurasia from 1150–1350. Students will write a full essay using an appropriate reasoning process (i.e., comparison, causation, or continuity and change), showing supporting evidence, as well as identifying any potential contradictory or qualifying evidence to their claim. **(Skill 6)**

Students will write a DBQ essay based upon the 2018 DBQ—The Effects of Railroads on Empire Building. **(Skill 6)**

2. **Skill 6:** In a weeklong workshop, students engage in scaffolding activities that culminate in the writing of the 2019 LEQ—States’ Control Over the Economy. The scheduling of these scaffolded activities is as follows:
  - Monday—Thesis development
  - Tuesday—Selection of relevant evidence that supports claims relative to the prompt
  - Wednesday—Select and develop an appropriate reasoning process (i.e., comparison, causation, or continuity and change) to serve as a framework for organizing the essay
  - Thursday—Identify alternative evidence that could corroborate, qualify, or modify the argument
  - Friday—Write the full essay

Students will write a DBQ essay based on an updated version of the 2018 exam of the 2009 DBQ—African Responses to Imperialism. The essay will be structured around the “degree to which Africans resisted European Imperialism.” **(Skill 6)**

3. Students practice writing LEQs according to current AP rubrics. For example, the syllabus states that students will write an essay comparing the impact of two land-based empires on long-distance trade between 1450–1750 CE. **(Skill 6)**

Students practice writing document-based questions according to current AP rubrics. For example, the syllabus states that students will write an essay in response to a DBQ on the Columbian Exchange generated by the school district. **(Skill 6)**