CollegeBoard
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AP® WORLD HISTORY

Course and Exam Description

Effective Fall 2011

The College Board

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The College Board strongly encourages educators to make equitable access a guiding principle for their AP programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP for students from ethnic, racial and socioeconomic groups that have been traditionally underserved. Schools should make every effort to ensure their AP classes reflect the diversity of their student population. The College Board also believes that all students should have access to academically challenging course work before they enroll in AP classes, which can prepare them for AP success. It is only through a commitment to equitable preparation and access that true equity and excellence can be achieved.

AP Course and Exam Descriptions

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About AP®

AP® enables students to pursue college-level studies while still in high school. Through more than 30 courses, each culminating in a rigorous exam, AP provides willing and academically prepared students with the opportunity to earn college credit, advanced placement or both. Taking AP courses also demonstrates to college admission officers that students have sought out the most rigorous course work available to them.

Each AP course is modeled upon a comparable college course, and college and university faculty play a vital role in ensuring that AP courses align with college-level standards. Talented and dedicated AP teachers help AP students in classrooms around the world develop and apply the content knowledge and skills they will need later in college.

Each AP course concludes with a college-level assessment developed and scored by college and university faculty, as well as experienced AP teachers. AP Exams are an essential part of the AP experience, enabling students to demonstrate their mastery of college-level course work. More than 90 percent of four-year colleges and universities in the United States grant students credit, placement or both on the basis of successful AP Exam scores. Universities in more than 60 countries recognize AP Exam scores in the admission process and/or award credit and placement for qualifying scores. Visit www.collegeboard.com/ap/credit to view AP credit and placement policies at more than 1,000 colleges and universities.

*Performing well on an AP Exam means more than just the successful completion of a course; it is a gateway to success in college. Research consistently shows that students who score a 3 or higher on AP Exams typically experience greater academic success in college and have higher graduation rates than otherwise comparable non-AP peers.**

Offering AP Courses and Enrolling Students

This AP Course and Exam Description details the essential information required to understand the objectives and expectations of an AP course. The AP Program unequivocally supports the principle that each school develops and implements its own curriculum that will enable students to develop the content knowledge and skills described here.

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*See the following research studies for more details:

Linda Hargrove, Donn Godin, and Barbara Dodd, College Outcomes Comparisons by AP and Non-AP High School Experiences, (New York: The College Board, 2008);

Chrys Dougherty, Lynn Mellor, and Shuling Jian, The Relationship Between Advanced Placement and College Graduation, (Austin, TX: National Center for Educational Accountability, 2006).

Additional AP studies are available at www.collegeboard.com/research.

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Schools wishing to offer AP courses must participate in the AP Course Audit, a process through which AP teachers' syllabi are reviewed by college faculty. The AP Course Audit was created at the request of College Board members who sought a means for the College Board to provide teachers and administrators with clear guidelines on curricular and resource requirements for AP courses, and to help colleges and universities validate courses marked "AP" on students' transcripts. This process ensures that AP teachers' syllabi meet the curricular and resource expectations that college and secondary school faculty have established for college-level courses. For more information on the AP Course Audit, visit www.collegeboard.com/apcourseaudit.

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How AP Courses and Exams Are Developed

AP courses and exams are designed by committees of college faculty and expert AP teachers who ensure that each AP subject reflects and assesses college-level expectations. To find a list of each subject's current AP Development Committee members, please visit: apcentral.collegeboard.com/development committees. AP Development Committees define the scope and expectations of the course, articulating through a curriculum framework what students should know and be able to do upon completion of the AP course. Their work is informed by data collected from a range of colleges and universities to ensure that AP course work reflects current scholarship and advances in the discipline.

The AP Development Committees are also responsible for drawing clear and well-articulated connections between the AP course and AP Exam — work that includes designing and approving exam specifications and exam questions. The AP Exam development process is a multiyear endeavor; all AP Exams undergo extensive review, revision, piloting and analysis to ensure that questions are high-quality and fair, and that there is an appropriate spread of difficulty across the questions.

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

How AP Exams Are Scored

The exam scoring process, like the course and exam development process, relies on the expertise of both AP teachers and college faculty. While multiple-choice questions are scored by machine, the free-response questions are scored by thousands of college faculty and expert AP teachers at the annual AP Reading. AP Exam Readers are thoroughly trained, and their work is monitored throughout the Reading for fairness and consistency. In each subject, a highly respected college faculty member fills the role of Chief Reader, who, with the help of AP Readers in leadership positions, maintains the accuracy of the scoring standards. Scores on the free-response questions are weighted and combined with the results of the computer-scored multiple-choice questions, and this raw score is summed to give a composite AP score of 5, 4, 3, 2 or 1.

The score-setting process is both precise and labor intensive, involving numerous psychometric analyses of the results of a specific AP Exam in a specific year and of the particular group of students who took that exam. Additionally, to ensure alignment with college-level standards, part of the score-setting process involves comparing the performance of AP students with the performance of students enrolled in comparable courses in colleges throughout the United States. In general, the AP composite score points are set so that the lowest raw score needed to earn an AP score of 5 is equivalent to the average score among college students earning grades of A in the college course. Similarly, AP Exam scores of 4 are equivalent to college grades of A-, B+ and B. AP Exam scores of 3 are equivalent to college grades of B-, C+ and C.

Using and Interpreting AP Scores

The extensive work done by college faculty and AP teachers in the development of the course and the exam and throughout the scoring process ensures that AP Exam scores accurately represent students' achievement in the equivalent college course. While colleges and universities are responsible for setting their own credit and placement policies, AP scores signify how qualified students are to receive college credit or placement:

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AP Score	Qualification
5	Extremely well qualified
4	Well qualified
3	Qualified
2	Possibly qualified
1	No recommendation

Additional Resources

Visit apcentral.collegeboard.com for more information about the AP Program.

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Curriculum Framework

Introduction

The breadth of world history has always posed challenges for AP teachers to create opportunities for deep conceptual understanding for students while addressing a syllabus largely driven by sheer scope. The AP World History course outlined in this course and exam description addresses these challenges by providing a clear framework of six chronological periods viewed through the lens of related key concepts and course themes, accompanied by a set of skills that clearly define what it means to think historically.

The course's organization around a limited number of key concepts instead of a perceived list of facts, events, and dates makes teaching each historical period more manageable. **The three to four key concepts per period define what is most essential to know about each period based upon the most current historical research in world history.** This approach enables students to spend less time on factual recall, more time on learning essential concepts, and helps them develop historical thinking skills necessary to explore the broad trends and global processes involved in their study of AP World History.

To foster a deeper level of learning, the framework distinguishes content that is essential to support the understanding of key concepts from content examples that are not required. Throughout the framework, possible examples of historical content are provided in the right-hand column as an illustration of the key concept, but these illustrative examples are not required features of the course or required knowledge for the exam. Instead, the illustrative examples are provided to offer teachers a variety of optional instructional contexts that will help their students achieve deeper understanding. In this way the framework provides teachers freedom to tailor instruction to the needs of their students and offers flexibility in building upon their own strengths as teachers.

The themes and key concepts are intended to provide foundational knowledge for future college-level course work in history. Command of these course themes and key concepts requires sufficient knowledge of detailed and specific relevant historical developments and processes — including names, chronology, facts, and events — to exemplify the themes and key concepts. However, the specific historical developments and processes taught in an AP World History course will vary by teacher according to the instructional choices each teacher makes to provide opportunities for student investigation and learning for each key concept and theme.

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Overview of Components

The AP World History course content is structured around the investigation of five course themes and 19 key concepts in six different chronological periods, from approximately 8000 B.C.E. to the present.

- **The Four Historical Thinking Skills**
  The framework defines a set of shared historical thinking skills, which allows teachers to make more informed choices about appropriate ways of linking content and thinking skills.
- **Key Concepts and Themes**
  - The use of key concepts and themes to organize the course facilitates both chronological and thematic approaches to teaching AP World History. Given the vast nature of the subject matter, using both approaches — even alternating between the two — often aids instruction.
  - The key concepts support the investigation of historical developments within a chronological framework, while the course themes allow students to make crucial connections across the six historical periods and across geographical regions.
  - The concepts are designed to provide structure for teaching the course, serving as instructional units that can be addressed separately or in conjunction with other key concepts within any given period.
  - By framing historical processes and developments beyond a perceived list of facts, events, and dates, **the key concepts help teachers and their students understand, organize, and prioritize historical developments within each period.** So the framework provides a comprehensive content outline organized by key concepts.

Overall, the framework gives teachers the flexibility to teach each key concept in a variety of ways, providing greater options for designing instruction. The AP World History course develops students' capacity and ability to think and reason in a deeper, more systematic way, better preparing them for subsequent college courses. The skills, course themes, periodization, and key concepts are explained in detail in the curriculum framework that follows.

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The Four Historical Thinking Skills

History is a sophisticated quest for meaning about the past, beyond the effort to collect information. Historical analysis requires familiarity with a great deal of information, including names, chronology, facts, and events. Without reliable and detailed information, historical thinking is not possible. Yet historical analysis involves much more than the compilation and recall of data; it also requires several distinctive historical thinking skills.

The four historical thinking skills presented below, along with the descriptions of the components of each skill, provide an essential structure for learning to think historically. These skills not only apply to AP World History; they also represent the type of skills required in all college-level historical scholarship. The interaction of skills and content found in this course is an approach that emphasizes historical scholarship's reliance on diverse sources, each of which may reveal a different facet of the past.

All historical research and teaching use historical thinking skills. However, different subdisciplines may approach these skills in different ways and emphasize some of the skills more than others. Two main features of world history help explain its uniqueness. First, world history is a relatively new subdiscipline of history. It acquired a distinct identity only in the final decades of the twentieth century. Second, world history embraces longer time periods, larger geographical areas and much more human history than traditional subdisciplines such as U.S. history and European history. These distinctive challenges posed by world history provide wonderful opportunities to help students understand historiography, the study of the different methods or approaches various historians use to construct their accounts of the past. Each of the four historical thinking skills support deep understandings and relevant applications of historical knowledge, as outlined in this section.

Helping Students Develop Proficiency in the Historical Thinking Skills

The curriculum framework clearly defines each skill component and then describes the desired skill proficiency for that component. The description of ***what students should be able to do to demonstrate*** a particular skill component provides a target for student learning throughout the year. The description of ***how students can develop this level of proficiency*** demonstrates how students might progress toward this target. AP teachers can use this information to develop better insight into individual student performance and adjust curriculum and instruction accordingly.

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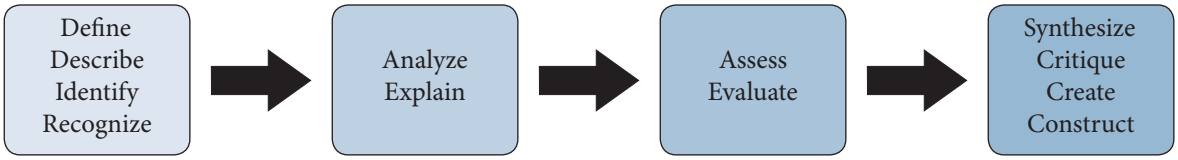
Designing a variety of learning experiences using the increasingly sophisticated verbs shown below facilitates student development of each historical thinking skill. The diagram demonstrates how students might progress from tasks that begin with the skills of definition and description and eventually reach tasks involving more sophisticated skills such as synthesis and critique. Tasks, such as compare or contextualize, would become more challenging based on the complexity and number of the historical processes under consideration.



Structure of the Historical Thinking Skills Section

In order to provide teachers with the information they need to incorporate historical thinking skills into an AP World History classroom, each skill component in this section includes the following:

- **A definition of the skill component** from the perspective of a professional historian, regardless of historical field.
- **A description of desired proficiency** for high achievement in an introductory college-level history course (which is comparable to an AP history course). This includes:
    - What students should be able to do to demonstrate each skill component; and
    - How students can develop this level of proficiency, if they haven't already.
- **An explanation of how this skill could be approached instructionally within the context of an AP World History course.**

1. Crafting Historical Arguments from Historical Evidence

Historical Argumentation

Historical thinking involves the ability to define and frame a question about the past and to address that question through the construction of an argument. A plausible and persuasive argument requires a clear, comprehensive and analytical thesis, supported by relevant historical evidence — not simply evidence that supports a preferred or preconceived position. Additionally, argumentation involves the capacity to describe, analyze, and evaluate the arguments of others in light of available evidence.

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What should students be able to do to demonstrate *Historical Argumentation*?

At the end of an introductory college-level history course, the most able students should be able to construct meaningful interpretations through sophisticated analysis of disparate, relevant historical evidence. They should also be able to evaluate and synthesize conflicting historical evidence to construct persuasive historical arguments.

How can students develop this level of proficiency, if they haven't already?

Students might begin by describing commonly accepted historical arguments (i.e., formulaic repetition of material provided in texts and classroom instruction) and explain how an argument has been constructed from historical evidence. Students might then progress to evaluating conflicting historical evidence in constructing plausible historical arguments.

How could this skill be approached within the context of an AP World History course?

In world history, historical argumentation often operates on exceptionally large scales. For example, instead of being asked to consider the Industrial Revolution in Europe in the early nineteenth century, students might be asked to consider the impact of industrialization on several regions of the world from the early nineteenth century to the present. The basic skills of argumentation are similar, but the scale on which they are applied is broader.

Appropriate Use of Relevant Historical Evidence

Historical thinking involves the ability to identify, describe, and evaluate evidence about the past from diverse sources (including written documents, works of art, archaeological artifacts, oral traditions, and other primary sources), with respect to content, authorship, purpose, format, and audience. It involves the capacity to extract useful information, make supportable inferences and draw appropriate conclusions from historical evidence while also understanding such evidence in its context, recognizing its limitations and assessing the points of view that it reflects.

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What should students be able to do to demonstrate *Appropriate Use of Relevant Historical Evidence*?

At the end of an introductory college-level history course, the most able students should be able to consistently analyze such features of historical evidence as audience, purpose, point of view, format, argument, limitations, and context germane to the historical evidence considered. Based on their analysis and evaluation of historical evidence, students should also be able to make supportable inferences and draw appropriate conclusions, placing the evidence in its context.

How can students develop this level of proficiency, if they haven't already?

Students might begin by analyzing one or more of the following features: audience, purpose, point of view, format, argument, limitations, and context germane to the historical evidence considered. Based on their analysis of historical evidence, students might then progress to making supportable inferences or drawing appropriate conclusions.

How could this skill be approached within the context of an AP World History course?

World history deals with such a diversity of eras, regions, and types of society that it must also use a greater diversity of sources. For example, unlike AP U.S. History or AP European History, which rely most heavily on written sources, much of the scope of world history takes place before writing developed or in societies where literacy was limited or nonexistent. Therefore, scholars of world history may use artifacts or oral traditions to try to understand those cultures.

2. Chronological Reasoning

Historical Causation

Historical thinking involves the ability to identify, analyze, and evaluate the relationships between multiple historical causes and effects, distinguishing between those that are long-term and proximate, and among coincidence, causation, and correlation.

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What should students be able to do to demonstrate *Historical Causation*?

At the end of an introductory college-level history course, the most able students should assess historical contingency, for example, by distinguishing among coincidence, causation, and correlation, as well as critiquing standard interpretations of cause and effect.

How can students develop this level of proficiency, if they haven't already?

Students might begin by identifying and comparing basic causes and/or effects, such as between short- and long-term ones. Students might then progress to analyzing and evaluating the interaction of multiple causes and/or effects.

How could this skill be approached within the context of an AP World History course?

In world history, arguments about causation are similar to those in other subdisciplines, although they often span much larger periods and regions.

Patterns of Continuity and Change Over Time

Historical thinking involves the ability to recognize, analyze, and evaluate the dynamics of historical continuity and change over periods of time of varying length, as well as relating these patterns to larger historical processes or themes.

What should students be able to do to demonstrate *Patterns of Continuity and Change Over Time*?

At the end of an introductory college-level history course, the most able students should be able to analyze and evaluate historical patterns of continuity and change over time, making connections to course themes and global processes.

How can students develop this level of proficiency, if they haven't already?

Students might begin by recognizing instances of historical patterns of continuity and change over time. Students might then progress to describing these patterns.

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How could this skill be approached within the context of an AP World History course?

This skill is particularly important in world history. World historians frequently have to look for very large patterns of continuity and change. This scale can make world history seem somewhat abstract because individuals do not loom so large; on the other hand, world history can bring into sharper focus large patterns that cannot be seen clearly at more localized scales. For example, the migrations of humans around the world described in Period 1 took perhaps 60,000 years to complete. When studying powerful states in later periods, students will have to learn to compare the histories of several states, rather than just concentrating on one state in one historical era. So, in world history, the skills of seeing and understanding large patterns of change, and learning how to compare historical events over time and space, are particularly significant.

Periodization

Historical thinking involves the ability to describe, analyze, evaluate, and construct models of historical periodization that historians use to categorize events into discrete blocks and to identify turning points, recognizing that the choice of specific dates privileges one narrative, region or group over another narrative, region or group; therefore, changing the periodization can change a historical narrative. Moreover, the particular circumstances and contexts in which individual historians work and write shape their interpretation and modeling of past events.

What should students be able to do to demonstrate *Periodization*?

At the end of an introductory college-level history course, the most able students should be able to analyze and assess competing models of periodization, possibly constructing plausible alternate examples of periodization.

How can students develop this level of proficiency, if they haven't already?

Students might begin by recognizing the model of periodization provided in the AP World History curriculum framework.
Students might then progress to recognizing competing models of periodization such as the one used by their textbook.

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How could this skill be approached within the context of an AP World History course?

Periodization is especially challenging and peculiarly important in world history because historians do not agree about the best way of dividing up the past on a global scale. For example, the first states emerged in the Americas approximately 2,000 years after states had emerged in Afro-Eurasia, which makes it impossible to discuss the topic of state formation within a single historical period. The result is that different texts and syllabi may use different periodizations. These differences can make teaching world history seem more difficult, but if these differences are approached as opportunities, they provide many ways to help students understand that history is an account of the past constructed by historians — each of whom may see the past differently. Teachers have the opportunity to ask questions that are particularly challenging for world history, such as: What is the best way of dividing the history of the world into meaningful periods? What are the consequences of choosing one set of divisions instead of another?

3. Comparison and Contextualization

Comparison

Historical thinking involves the ability to describe, compare, and evaluate multiple historical developments within one society, one or more developments across or between different societies, and in various chronological and geographical contexts. It also involves the ability to identify, compare, and evaluate multiple perspectives on a given historical experience.

What should students be able to do to demonstrate *Comparison*?

At the end of an introductory college-level history course, the most able students should be able to compare related historical developments and processes across place, time, and/or different societies (or within one society), explaining and evaluating multiple and differing perspectives on a given historical phenomenon.

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How can students develop this level of proficiency, if they haven't already?

Students might begin by comparing related historical developments and processes across place, time, or different societies (or within one society). Students might then progress to comparing related historical developments and processes across more than one variable, such as geography, chronology, and different societies (or within one society), recognizing multiple and differing perspectives on a given historical phenomenon.

How could this skill be approached within the context of an AP World History course?

Comparison is also particularly important in world history because world history does not concentrate on any one region or era of the past. Instead, it compares the diverse histories of different regions across large time spans and examines the impact of global processes on diverse regions. One of the central questions of world history is: How similar and how different were historical changes in different parts of the world?

Contextualization

Historical thinking involves the ability to connect historical developments to specific circumstances of time and place, and to broader regional, national, or global processes.

What should students be able to do to demonstrate *Contextualization*?

At the end of an introductory college-level history course, the most able students should be able to evaluate ways in which historical phenomena or processes relate to broader regional, national, or global processes.

How can students develop this level of proficiency, if they haven't already?

Students might begin by recognizing ways in which historical phenomena or processes connect to broader regional, national, or global processes. Students might then progress to explaining ways in which historical phenomena or processes relate to broader regional, national, or global processes.

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How could this skill be approached within the context of an AP World History course?

What is the "context" for world history? It is the world as a whole. For U.S. history, the most important context is the United States itself, and for European history it is Europe as a whole. However, world historians try to understand events and changes within a much larger context, and the skill of "contextualization" therefore takes on different forms. One of the central questions of world history is: How does the history of this specific region or era fit into the larger story of world history as a whole?

4. Historical Interpretation and Synthesis

Interpretation

Historical thinking involves the ability to describe, analyze, evaluate, and create diverse interpretations of the past — as revealed through primary and secondary historical sources — through analysis of evidence, reasoning, contexts, points of view, and frames of reference.

What should students be able to do to demonstrate *Interpretation*?

At the end of an introductory college-level history course, the most able students should be able to critique diverse historical interpretations, recognizing the constructed nature of historical interpretation, how the historians' points of view influence their interpretations, and how models of historical interpretation change over time.

How can students develop this level of proficiency, if they haven't already?

Students might begin by recounting diverse historical interpretations. Students might then progress to evaluating diverse historical interpretations.

How could this skill be approached within the context of an AP World History course?

The skill of historical interpretation also takes on distinctive forms within world history, which deals with many different societies and cultures, each of which may interpret the past in its own way. World historians have to be alert to these differences and take care not to impose the values and viewpoints of their own societies on the many different societies they are studying.

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Synthesis

Historical thinking involves the ability to arrive at meaningful and persuasive understandings of the past by applying all of the other historical thinking skills, by drawing appropriately on ideas from different fields of inquiry or disciplines and by creatively fusing disparate, relevant (and perhaps contradictory) evidence from primary sources and secondary works. Additionally, synthesis may involve applying insights about the past to other historical contexts or circumstances, including the present.

What should students be able to do to demonstrate *Synthesis*?

At the end of an introductory college-level history course, the most able students should be able to create a persuasive understanding of the past by applying many of the other historical thinking skills. Additionally, students should be able to draw appropriately on ideas from different fields of inquiry or disciplines and creatively fuse disparate, relevant (and perhaps contradictory) evidence from primary sources and secondary works.

How can students develop this level of proficiency, if they haven't already?

Students might begin by demonstrating an understanding of the past by applying a few of the historical thinking skills. Students might then progress to demonstrate an understanding of the past by applying several of the historical thinking skills, and drawing appropriately on ideas from different fields of inquiry or disciplines when presented to them in the form of data and arguments.

How could this skill be approached within the context of an AP World History course?

Synthesis, too, takes distinctive forms in world history because it grapples with such diverse materials and fields. In the history of a particular society or region, it is not too hard to get a sense of the main lines of the historical story. But is there a single narrative in world history that brings together so many different regional histories? This is one of the central questions raised by world historians, and it is a question that students should be challenged to answer in their own way. By doing so, they will better understand their place in an increasingly globalized and diverse world.

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Course Themes

The five course themes below present areas of historical inquiry that should be investigated at various points throughout the course and revisited as manifested in particular historical developments over time. These themes articulate at a broad level the main ideas that are developed throughout the entire span of the course. Each theme includes a list of related key topics as well as a description.

The key concepts were derived from an explicit consideration of these themes, with the goal of making the themes more concrete for the course content within each historical period. This clear connection between themes and key concepts means students can put what is particular about one historical period into a larger framework. In this way, the themes facilitate cross-period questions and help students recognize broad trends and processes that have developed over centuries in various regions of the world.

These themes are unchanged from the current AP World History course.

Theme 1: Interaction Between Humans and the Environment

Theme 2: Development and Interaction of Cultures

Theme 3: State-Building, Expansion, and Conflict

Theme 4: Creation, Expansion, and Interaction of Economic Systems

Theme 5: Development and Transformation of Social Structures

Theme 1: Interaction Between Humans and the Environment

- Demography and disease
- Migration
- Patterns of settlement
- Technology

The interaction between humans and the environment is a fundamental theme for world history. The environment shaped human societies, but, increasingly, human societies also affected the environment. During prehistory, humans interacted with the environment as hunters, fishers and foragers, and human migrations led to the peopling of the earth. As the Neolithic revolution began, humans exploited their environments more

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intensively, either as farmers or pastoralists. Environmental factors such as rainfall patterns, climate, and available flora and fauna shaped the methods of exploitation used in different regions. Human exploitation of the environment intensified as populations grew and as people migrated into new regions. As people flocked into cities or established trade networks, new diseases emerged and spread, sometimes devastating an entire region. During the Industrial Revolution, environmental exploitation increased exponentially. In recent centuries, human effects on the environment — and the ability to master and exploit it — increased with the development of more sophisticated technologies, the exploitation of new energy sources and a rapid increase in human populations. By the twentieth century, large numbers of humans had begun to recognize their effect on the environment and took steps toward a "green" movement to protect and work with the natural world instead of exploiting it.

Theme 2: Development and Interaction of Cultures

- Religions
- Belief systems, philosophies, and ideologies
- Science and technology
- The arts and architecture

This theme explores the origins, uses, dissemination, and adaptation of ideas, beliefs, and knowledge within and between societies. Studying the dominant belief system(s) or religions, philosophical interests, and technical and artistic approaches can reveal how major groups in society view themselves and others, and how they respond to multiple challenges. When people of different societies interact, they often share components of their cultures, deliberately or not. The processes of adopting or adapting new belief and knowledge systems are complex and often lead to historically novel cultural blends. A society's culture may be investigated and compared with other societies' cultures as a way to reveal both what is unique to a culture and what it shares with other cultures. It is also possible to analyze and trace particular cultural trends or ideas across human societies.

Theme 3: State-Building, Expansion, and Conflict

- Political structures and forms of governance
- Empires

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- Nations and nationalism
- Revolts and revolutions
- Regional, transregional, and global structures and organizations

This theme refers to the processes by which hierarchical systems of rule have been constructed and maintained and to the conflicts generated through those processes. In particular, this theme encourages the comparative study of different state forms (for example, kingdoms, empires, nation-states) across time and space, and the interactions among them. Continuity and change are also embedded in this theme through attention to the organizational and cultural foundations of long-term stability on one hand, and to internal and external causes of conflict on the other. Students should examine and compare various forms of state development and expansion in the context of various productive strategies (for example, agrarian, pastoral, mercantile), various cultural and ideological foundations (for example, religions, philosophies, ideas of nationalism), various social and gender structures, and in different environmental contexts. This theme also discusses different types of states, such as autocracies and constitutional democracies. Finally, this theme encourages students to explore interstate relations, including warfare, diplomacy, commercial and cultural exchange, and the formation of international organizations.

Theme 4: Creation, Expansion, and Interaction of Economic Systems

- Agricultural and pastoral production
- Trade and commerce
- Labor systems
- Industrialization
- Capitalism and socialism

This theme surveys the diverse patterns and systems that human societies have developed as they exploit their environments to produce, distribute, and consume desired goods and services across time and space. It stresses major transitions in human economic activity, such as the growth and spread of agricultural, pastoral, and industrial production; the development of various labor systems associated with these economic systems (including different forms of household management and the use of coerced or free labor); and the ideologies, values, and institutions (such as capitalism and socialism) that sustained them. This theme also calls

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attention to patterns of trade and commerce between various societies, with particular attention to the relationship between regional and global networks of communication and exchange, and their effects on economic growth and decline. These webs of interaction strongly influence cultural and technological diffusion, migration, state formation, social classes, and human interaction with the environment.

Theme 5: Development and Transformation of Social Structures

- Gender roles and relations
- Family and kinship
- Racial and ethnic constructions
- Social and economic classes

This theme is about relations among human beings. All human societies develop ways of grouping their members, as well as norms that govern interactions between individuals and social groups. Social stratification comprises distinctions based on kinship systems, ethnic associations, and hierarchies of gender, race, wealth, and class. The study of world history requires analysis of the processes through which social categories, roles, and practices were created, maintained, and transformed. It also involves analysis of the connections between changes in social structures and other historical shifts, especially trends in political economy, cultural expression, and human ecology.

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Geographical Coverage

Students need basic geographical knowledge in order to understand world history. The two maps that follow give students a starting point for identifying regions and their locations relative to other regions and landforms.

Map 1, **AP World History: World Regions — A Big Picture View**, identifies five major geographical regions: Africa, the Americas, Asia, Europe, and Oceania. The AP World History Course provides balanced geographical coverage with all five of these regions represented. Coverage of European history does not exceed 20 percent of the total course.
Map 2, **AP World History: World Regions — A Closer Look**, identifies various subregions within the five major geographical regions.

Geospatial awareness is fundamental knowledge necessary for students to build an understanding of cross-cultural contacts, trade routes, migrations, etc., which constitute the key concepts in the AP World History Course.

These maps are a reference point for teachers and students alike. Since geographic naming conventions are not universal, these maps define regions, show the locations of regions, and the names that students will encounter on the AP World History Exam.

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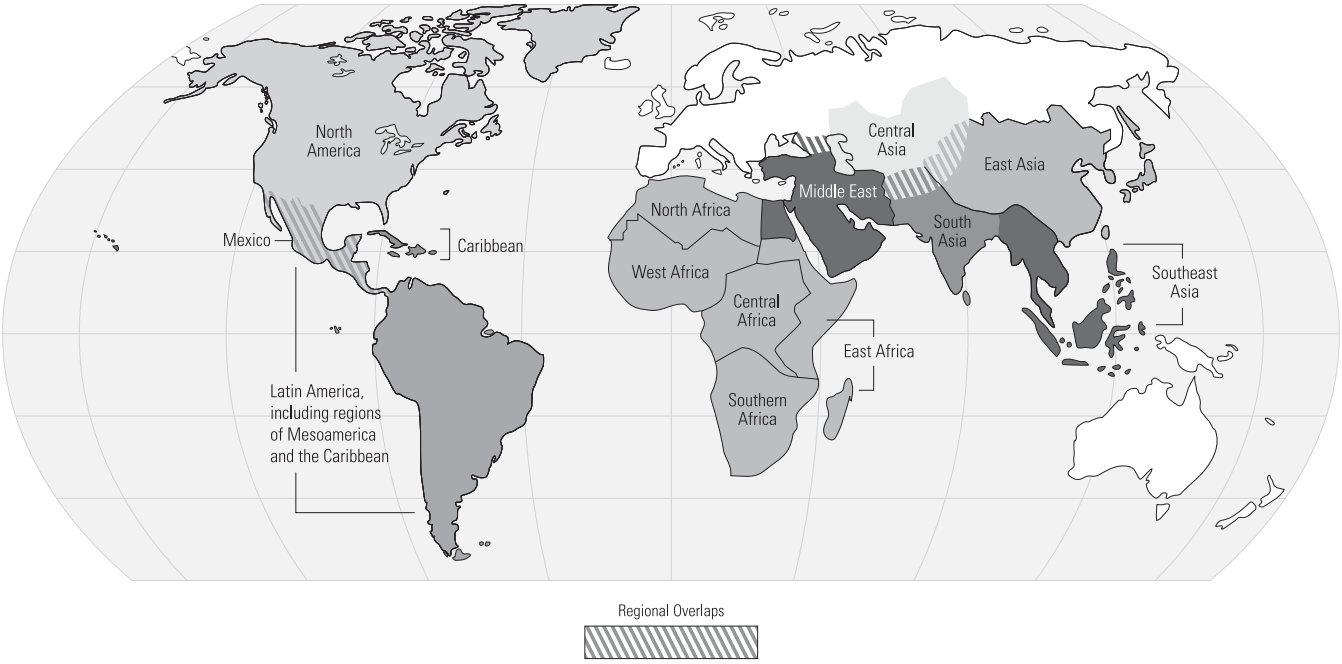
AP World History: World Regions — A Big Picture View

AP World History: World Regions — A Closer Look



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Historical Periodization

The AP World History course content is structured around the investigation of course themes and key concepts in six chronological periods. The six historical periods, from approximately 8000 B.C.E. to the present, provide a temporal framework for the course. The instructional importance and assessment weighting for each period varies.

Period	Period Title	Date Range	Weight
1	Technological and Environmental Transformations	to c. 600 B.C.E.	5%
2	Organization and Reorganization of Human Societies	c. 600 B.C.E. to c. 600 C.E.	15%
3	Regional and Transregional Interactions	c. 600 C.E. to c. 1450	20%
4	Global Interactions	c. 1450 to c. 1750	20%
5	Industrialization and Global Integration	c. 1750 to c. 1900	20%
6	Accelerating Global Change and Realignments	c. 1900 to the Present	20%

Concept Outline

A key concept defines the most essential course content knowledge particular to a given historical period. The key concepts and concept outline that follow provide a conceptual framework to help teachers and students understand, organize and prioritize historical developments within each designated historical period. **The framework clearly indicates the depth of knowledge required for each key concept.** To further clarify the depth of knowledge for each key concept, multiple supporting concepts (designated by Roman numerals in the outline) and supporting evidence for each supporting concept (designated by letters in the outline) are listed. By focusing the key concepts on processes or themes rather than on specific historical facts or events, the outline provides greater freedom for teachers to choose examples that interest them or their students to demonstrate the concept.

To foster a deeper level of learning, the outline distinguishes content that is essential to support the understanding of key concepts from content examples that are not required. Teachers should feel free to use either their own relevant, appropriate examples or the illustrative examples from the concept outline without compromising their students' ability to perform well on the AP Exam. The illustrative examples listed in the outline are intended to generate ideas and provide suggestions of relevant, appropriate historical evidence; teachers should incorporate examples into their teaching throughout the course, not only where illustrative examples are listed. Although the students will need to be able to draw upon detailed,

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factual historical knowledge to be successful in the revised AP World History course and exam, **the concept outline provides flexibility for teachers to select examples for their students to investigate rather than attempting to cover all possible historical examples, events, and figures that relate to a particular key concept**.

Teachers should feel free to organize the AP World History course chronologically, thematically, or in some combination of the two. The following guidelines are designed to help teachers use the concept outline to plan instruction:

- Key concepts can be taught in any order or in any combination. Teachers may also choose to spend more time on some concepts than on others. They may design activities that teach concepts, themes, and skills within a given chronological period or plan those that span more than one period.
- Since areas of the concept outline are open to differences in interpretation, teachers may wish to use these differences as opportunities for student inquiry and debate.
- Teachers should choose either their own relevant, appropriate examples or the illustrative examples to teach the required content.

Information about how the concept outline will be assessed on the AP World History Exam appears in the Exam Information section on page 92.

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Period 1:

Technological and Environmental Transformations, to c. 600 B.C.E.

Key Concept 1.1. Big Geography and the Peopling of the Earth

The term *Big Geography* draws attention to the global nature of world history. Throughout the Paleolithic period, humans migrated from Africa to Eurasia, Australia, and the Americas. Early humans were mobile and creative in adapting to different geographical settings from savanna to desert to Ice Age tundra. By making an analogy with modern hunter-forager societies, anthropologists infer that these bands were relatively egalitarian. Humans also developed varied and sophisticated technologies.

I. Archeological evidence indicates that during the Paleolithic era, hunting-foraging bands of humans gradually migrated from their origin in East Africa to Eurasia, Australia, and the Americas, adapting their technology and cultures to new climate regions.

A. Humans used fire in new ways: to aid hunting and foraging, to protect against predators, and to adapt to cold environments.

B. Humans developed a wider range of tools specially adapted to different environments from tropics to tundra.

C. Economic structures focused on small kinship groups of hunting-foraging bands that could make what they needed to survive. However, not all groups were self-sufficient; they exchanged people, ideas, and goods.

Key Concept 1.2. The Neolithic Revolution and Early Agricultural Societies

In response to warming climates at the end of the last Ice Age, from about 10,000 years ago, some groups adapted to the environment in new ways, while others remained hunter-foragers. Settled agriculture appeared in several different parts of the world. The switch to agriculture created a more reliable, but not necessarily more diversified, food supply. Agriculturalists also had a massive impact on the environment through intensive cultivation of selected plants to the exclusion of others, through the construction of irrigation systems, and through the use of domesticated animals for food and for labor. Populations increased; family groups gave way to village life and, later, to urban life with all its complexity. Patriarchy

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and forced labor systems developed, giving elite men concentrated power over most of the other people in their societies. Pastoralism emerged in parts of Africa and Eurasia. Pastoral peoples domesticated animals and led their herds around grazing ranges. Like agriculturalists, pastoralists tended to be more socially stratified than hunter-foragers. Because pastoralists were mobile, they rarely accumulated large amounts of material possessions, which would have been a hindrance when they changed grazing areas. The pastoralists' mobility allowed them to become an important conduit for technological change as they interacted with settled populations.

I. Beginning about 10,000 years ago, the Neolithic Revolution led to the development of new and more complex economic and social systems.

A. Possibly as a response to climatic change, permanent agricultural villages emerged first in the lands of the eastern Mediterranean. Agriculture emerged at different times in Mesopotamia, the Nile River Valley and Sub-Saharan Africa, the Indus River Valley, the Yellow River or Huang He Valley, Papua New Guinea, Mesoamerica, and the Andes.

B. Pastoralism developed at various sites in the grasslands of Afro-Eurasia.

C. Different crops or animals were domesticated in the various core regions, depending on available local flora and fauna.

D. Agricultural communities had to work cooperatively to clear land and create the water control systems needed for crop production.

E. These agricultural practices drastically impacted environmental diversity. Pastoralists also affected the environment by grazing large numbers of animals on fragile grasslands, leading to erosion when overgrazed.

II. Agriculture and pastoralism began to transform human societies.

A. Pastoralism and agriculture led to more reliable and abundant food supplies, which increased the population.

B. Surpluses of food and other goods led to specialization of labor, including new classes of artisans and warriors, and the development of elites.

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C. Technological innovations led to *improvements in agricultural production, trade, and transportation*.

Required examples of ***improvements in agricultural production, trade, and transportation***:

- Pottery
- Plows
- Woven textiles
- Metallurgy
- Wheels and wheeled vehicles

D. In both pastoralist and agrarian societies, elite groups accumulated wealth, creating more hierarchical social structures and promoting patriarchal forms of social organization.

Key Concept 1.3. The Development and Interactions of Early Agricultural, Pastoral, and Urban Societies

From about 5,000 years ago, urban societies developed, laying the foundations for the first civilizations. The term *civilization* is normally used to designate large societies with cities and powerful states. While there were many differences between civilizations, they also shared important features. They all produced agricultural surpluses that permitted significant specialization of labor. All civilizations contained cities and generated complex institutions, such as political bureaucracies, armies, and religious hierarchies. They also featured clearly stratified social hierarchies and organized long-distance trading relationships. Economic exchanges intensified within and between civilizations, as well as with nomadic pastoralists.

As populations grew, competition for surplus resources, especially food, led to greater social stratification, specialization of labor, increased trade, more complex systems of government and religion, and the development of record keeping. As civilizations expanded, they had to balance their need for more resources with environmental constraints such as the danger of undermining soil fertility. Finally, the accumulation of wealth in settled communities spurred warfare between communities and/or with pastoralists; this violence drove the development of new technologies of war and urban defense.

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I. *Core and foundational civilizations* developed in a variety of geographical and environmental settings where agriculture flourished.

Students should be able to identify the location of all of the following required examples of ***core and foundational civilizations***:

- Mesopotamia in the Tigris and Euphrates River Valleys
- Egypt in the Nile River Valley
- Mohenjo-Daro and Harappa in the Indus River Valley
- Shang in the Yellow River or Huang He Valley
- Olmecs in Mesoamerica
- Chavín in Andean South America

II. The first states emerged within core civilizations.

A. States were powerful new systems of rule that mobilized surplus labor and resources over large areas. Early states were often led by a ruler whose source of power was believed to be divine or had divine support and/or who was supported by the military.

B. As states grew and competed for land and resources, the more favorably situated — including the Hittites, who had access to iron — had greater access to resources, produced more surplus food, and experienced growing populations. These states were able to undertake territorial expansion and conquer surrounding states.

C. Early regions of state expansion or empire building were Mesopotamia, Babylonia, and the Nile Valley.

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Teach one illustrative example of ***new weapons***, either from the list below or an example of your choice:

- Compound bows
- Iron weapons

D. Pastoralists were often the developers and disseminators of *new weapons* and *modes of transportation* that transformed warfare in agrarian civilizations.

Teach one illustrative example of ***new modes of transportation***, either from the list below or an example of your choice:

- Chariots
- Horseback riding

III. Culture played a significant role in unifying states through laws, language, literature, religion, myths, and monumental art.

Teach one illustrative example of ***monumental architecture and urban planning***, either from the list below or an example of your choice:

- Ziggurats
- Pyramids
- Temples
- Defensive walls
- Streets and roads
- Sewage and water systems

A. Early civilizations developed *monumental architecture and urban planning*.

Teach one illustrative example of ***arts and artisanship***, either from the list below or an example of your choice:

- Sculpture
- Painting
- Wall decorations
- Elaborate weaving

B. Elites, both political and religious, promoted *arts and artisanship*.

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C. *Systems of record keeping* arose independently in all early civilizations and subsequently were diffused.

Teach one illustrative example of ***systems of record keeping***, either from the list below or an example of your choice:

- Cuneiform
- Hieroglyphs
- Pictographs
- Alphabets
- Quipu

D. States developed legal codes, including the Code of Hammurabi, that reflected existing hierarchies and facilitated the rule of governments over people.

E. *New religious beliefs* developed in this period continued to have strong influences in later periods.

Required examples of ***new religious beliefs***:

- The Vedic religion
- Hebrew monotheism
- Zoroastrianism

F. Trade expanded throughout this period *from local to regional and transregional*, with civilizations exchanging goods, cultural ideas, and technology.

Required examples of ***trade expansion from local to regional and transregional***:

- Between Egypt and Nubia
- Between Mesopotamia and the Indus Valley

G. Social and gender hierarchies intensified as states expanded and cities multiplied.

H. *Literature* was also a reflection of culture.

Teach one illustrative example of ***literature***, either from the list below or an example of your choice:

- The "Epic of Gilgamesh"
- *Rig Veda*
- *Book of the Dead*

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Period 2

Organization and Reorganization of Human Societies, c. 600 B.C.E. to c. 600 C.E.

Key Concept 2.1. The Development and Codification of Religious and Cultural Traditions

As states and empires increased in size and contacts between regions multiplied, religious and cultural systems were transformed. Religions and belief systems provided a bond among the people and an ethical code to live by. These shared beliefs also influenced and reinforced political, economic, and occupational stratification. Religious and political authority often merged as rulers (some of whom were considered divine) used religion, along with military and legal structures, to justify their rule and ensure its continuation. Religions and belief systems could also generate conflict, partly because beliefs and practices varied greatly within and among societies.

I. Codifications and further developments of existing religious traditions provided a bond among the people and an ethical code to live by.

A. The association of monotheism with Judaism was further developed with the codification of the Hebrew Scriptures, which also reflected the influence of Mesopotamian cultural and legal traditions. The Assyrian, Babylonian, and Roman empires conquered various Jewish states at different points in time. These conquests contributed to the growth of Jewish diasporic communities around the Mediterranean and Middle East.

B. The core beliefs outlined in the Sanskrit scriptures formed the basis of the Vedic religions — later known as Hinduism — which contributed to the development of the social and political roles of a caste system and in the importance of multiple manifestations of Brahma to promote teachings about reincarnation.

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II. New belief systems and cultural traditions emerged and spread, often asserting universal truths.

A. The core beliefs about desire, suffering, and the search for enlightenment preached by the historic Buddha and recorded by his followers into sutras and other scriptures were, in part, a reaction to the Vedic beliefs and rituals dominant in South Asia. Buddhism changed over time as it spread throughout Asia — first through the support of the Mauryan Emperor Ashoka, and then through the efforts of missionaries and merchants, and the establishment of educational institutions to promote its core teachings.

B. Confucianism's core beliefs and writings originated in the writings and lessons of Confucius and were elaborated by key disciples who sought to promote social harmony by outlining proper rituals and social relationships for all people in China, including the rulers.

C. In the major Daoist writings, the core belief of balance between humans and nature assumed that the Chinese political system would be altered indirectly. *Daoism also influenced the development of Chinese culture*.

Teach one illustrative example of the ***influence of Daoism on the development of Chinese culture***, either from the list below or an example of your choice:

- Medical theories and practices
- Poetry
- Metallurgy
- Architecture

D. Christianity, based on core beliefs about the teachings and divinity of Jesus of Nazareth as recorded by his disciples, drew on Judaism, and initially rejected Roman and Hellenistic influences. Despite initial Roman imperial hostility, Christianity spread through the efforts of missionaries and merchants through many parts of Afro-Eurasia, and eventually gained Roman imperial support by the time of Emperor Constantine.

E. The core ideas in Greco-Roman philosophy and science emphasized logic, empirical observation, and the nature of political power and hierarchy.

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III. Belief systems affected gender roles. Buddhism and Christianity encouraged monastic life and Confucianism emphasized filial piety.

IV. Other religious and cultural traditions continued parallel to the codified, written belief systems in core civilizations.

A. Shamanism and animism continued to shape the lives of people within and outside of core civilizations because of their daily reliance on the natural world.

Teach one illustrative example of ***regions where ancestor veneration persisted***, either from the list below or an example of your choice:

- Africa
- The Mediterranean region
- East Asia
- The Andean areas

B. *Ancestor veneration persisted in many regions.*

V. Artistic expressions, including literature and drama, architecture, and sculpture, show distinctive cultural developments.

Teach one illustrative example of ***literature and drama***, either from the list below or an example of your choice:

- Greek plays
- Indian epics

A. *Literature and drama* acquired distinctive forms that influenced artistic developments in neighboring regions and in later time periods.

Teach one illustrative example of ***regions where distinctive architectural styles developed***, either from the list below or an example of your choice:

- India
- Greece
- The Roman Empire
- Mesoamerica

B. *Distinctive architectural styles developed* in many regions in this period.

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C. The convergence of Greco-Roman culture and Buddhist beliefs affected the development of unique sculptural developments.

Key Concept 2.2. The Development of States and Empires

As the early states and empires grew in number, size, and population, they frequently competed for resources and came into conflict with one another. In quest of land, wealth, and security, some empires expanded dramatically. In doing so, they built powerful military machines and administrative institutions that were capable of organizing human activities over long distances, and they created new groups of military and political elites to manage their affairs. As these empires expanded their boundaries, they also faced the need to develop policies and procedures to govern their relationships with ethnically and culturally diverse populations: sometimes to integrate them within an imperial society and sometimes to exclude them. In some cases, these empires became victims of their own successes. By expanding their boundaries too far, they created political, cultural, and administrative difficulties that they could not manage. They also experienced environmental, social, and economic problems when they overexploited their lands and subjects and permitted excessive wealth to be concentrated in the hands of privileged classes.

I. The number and size of *key states and empires* grew dramatically by imposing political unity on areas where previously there had been competing states.

Required examples of *key states and empires* (Student should know the location and names):

- Southwest Asia: *Persian Empires*
- East Asia: Qin and Han Empire
- South Asia: Maurya and Gupta Empires
- Mediterranean region: Phoenicia and its colonies, Greek city-states and colonies, and Hellenistic and Roman Empires
- Mesoamerica: Teotihuacan, Maya city-states
- Andean South America: Moche

Teach one illustrative example of ***Persian Empires***, either from the list below or an example of your choice:

- Achaemenid
- Parthian
- Sassanid

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II. Empires and states developed new techniques of imperial administration based, in part, on the success of earlier political forms.

A. In order to organize their subjects, the rulers created *administrative institutions in many regions*.

Teach one illustrative example of ***regions where rulers created administrative institutions***, either from the list below or an example of your choice:

- China
- Persia
- Rome
- South Asia

Required examples of ***administrative institutions***:

- Centralized governments
- Elaborate legal systems and bureaucracies

B. Imperial governments projected military power over larger areas *using a variety of techniques*.

Required examples of ***such techniques***:

- Diplomacy
- Developing supply lines
- Building fortifications, defensive walls, and roads
- Drawing new groups of military officers and soldiers from the local populations or conquered peoples

C. Much of the success of the empires rested on their promotion of trade and economic integration by building and maintaining roads and issuing currencies.

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III. Unique social and economic dimensions developed in imperial societies in Afro-Eurasia and the Americas.

A. *Cities* served as centers of trade, public performance of religious rituals, and political administration for states and empires.

Teach one illustrative example of ***cities***, either from the list below or an example of your choice:

- Persepolis
- Chang'an
- Pataliputra
- Athens
- Carthage
- Rome
- Alexandria
- Constantinople
- Teotihuacan

B. The social structures of empires displayed hierarchies that included cultivators, laborers, slaves, artisans, merchants, elites, or caste groups.

C. Imperial societies relied on a *range of methods* to maintain the production of food and provide rewards for the loyalty of the elites.

Teach one illustrative example of ***such methods***, either from the list below or an example of your choice:

- Corvée
- Slavery
- Rents and tributes
- Peasant communities
- Family and household production

D. Patriarchy continued to shape gender and family relations in all imperial societies of this period.

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IV. The Roman, Han, Persian, Mauryan, and Gupta empires created political, cultural, and administrative difficulties that they could not manage, which eventually led to their decline, collapse, and transformation into successor empires or states.

Teach one illustrative example of ***environmental damage***, either from the list below or an example of your choice:

- Deforestation
- Desertification
- Soil erosion
- Silted rivers

A. Through excessive mobilization of resources, imperial governments caused *environmental damage* and generated social tensions and economic difficulties by concentrating too much wealth in the hands of elites.

Teach one illustrative example of ***external problems along frontiers***, either from the list below or an example of your choice:

- Between Han China and the Xiongnu
- Between the Gupta and the White Huns
- Between the Romans and their northern and eastern neighbors.

B. *External problems* resulted from security issues *along their frontiers*, including the threat of invasions.

Key Concept 2.3. Emergence of Transregional Networks of Communication and Exchange

With the organization of large-scale empires, the volume of long-distance trade increased dramatically. Much of this trade resulted from the demand for raw materials and luxury goods. Land and water routes linked many regions of the Eastern Hemisphere. The exchange of people, technology, religious and cultural beliefs, food crops, domesticated animals, and disease pathogens developed alongside the trade in goods across far-flung networks of communication and exchange. In the Americas and Oceania localized networks developed.

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I. Land and water routes became the basis for transregional trade, communication, and exchange networks in the Eastern Hemisphere.

A. Many factors, including the climate and location of the routes, the typical trade goods, and the ethnicity of people involved, shaped the distinctive features of a *variety of trade routes*.

Required examples of ***trade routes***:

- Eurasian Silk Roads
- Trans-Saharan caravan routes
- Indian Ocean sea lanes
- Mediterranean sea lanes

II. New technologies facilitated long-distance communication and exchange.

A. *New technologies* permitted the use of *domesticated pack animals* to transport goods across longer routes.

Teach one illustrative example of ***new technologies***, either from the list below or an example of your choice:

- Yokes
- Saddles
- Stirrups

Teach one illustrative example of ***domesticated pack animals***, either from the list below or an example of your choice:

- Horses
- Oxen
- Llamas
- Camels

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Teach one illustrative example of ***innovations in maritime technologies***, either from the list below or an example of your choice:

- Lateen sail
- Dhow ships

B. *Innovations in maritime technologies*, as well as advanced knowledge of the monsoon winds, stimulated exchanges along maritime routes from East Africa to East Asia.

III. Alongside the trade in goods, the exchange of people, technology, religious and cultural beliefs, food crops, domesticated animals, and disease pathogens developed across far-flung networks of communication and exchange.

Teach one illustrative example of ***changes in farming and irrigation techniques***, either the one below or an example of your choice:

- The *qanat* system

A. The spread of crops, including rice and cotton from South Asia to the Middle East, encouraged *changes in farming and irrigation techniques*.

Teach one illustrative example of ***the effects of the spread of disease on empires***, either from the list below or an example of your choice:

- The effects of disease on the Roman Empire
- The effects of disease on Chinese empires

B. The *spread of disease pathogens* diminished urban populations and contributed to the decline of some *empires*.

C. *Religious and cultural traditions* were transformed as they spread.

Required examples of ***transformed religious and cultural traditions***:

- Christianity
- Hinduism
- Buddhism

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Period 3:

Regional and Transregional Interactions, c. 600 C.E. to c. 1450

Key Concept 3.1. Expansion and Intensification of Communication and Exchange Networks

Although Afro-Eurasia and the Americas remained separate from one another, this era witnessed a deepening and widening of old and new networks of human interaction within and across regions. The results were unprecedented concentrations of wealth and the intensification of cross-cultural exchanges. Innovations in transportation, state policies, and mercantile practices contributed to the expansion and development of commercial networks, which in turn served as conduits for cultural, technological, and biological diffusion within and between various societies. Pastoral or nomadic groups played a key role in creating and sustaining these networks. Expanding networks fostered greater interregional borrowing, while at the same time sustaining regional diversity. The prophet Muhammad promoted Islam, a new major monotheistic religion at the start of this period. It spread quickly through practices of trade, warfare, and diffusion characteristic of this period.

I. Improved transportation technologies and commercial practices led to an increased volume of trade, and expanded the geographical range of existing and newly active trade networks.

A. *Existing trade* routes flourished and promoted the growth of powerful *new trading cities*.

Required examples of ***existing trade routes***:

- The Silk Roads
- The Mediterranean Sea
- The Trans-Saharan
- The Indian Ocean basins

Teach one illustrative example of ***new trading cities***, either from the list below or an example of your choice:

- Novgorod
- Timbuktu
- The Swahili city-states
- Hangzhou
- Calicut
- Baghdad
- Melaka
- Venice
- Tenochtitlan
- Cahokia

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B. New trade routes centering on Mesoamerica and the Andes developed.

C. The growth of interregional trade in *luxury goods* was encouraged by significant innovations in previously existing transportation and commercial technologies, including more sophisticated *caravan organization*; use of the compass, astrolabe, and larger ship designs in sea travel; and *new forms of credit and monetizatio*n.

Teach one illustrative example of ***luxury goods***, either from the list below or an example of your choice:

- Silk and cotton textiles
- Porcelain
- Spices
- Precious metals and gems
- Slaves
- Exotic animals

Teach one illustrative example of caravan organization, either from the list below or an example of your choice:

- Caravanserai
- Camel saddles

Teach one illustrative example of new forms of credit and monetization, either from the list below or an example of your choice:

- Bills of exchange
- Credit
- Checks
- Banking houses

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D. Commercial growth was also facilitated by *state practices, trading organizations*, and state-sponsored commercial infrastructures like the Grand Canal in China.

Teach one illustrative example of ***state practices***, either from the list below or an example of your choice:

- Minting of coins
- Use of paper money

Teach one illustrative example of ***trading organizations***, either the one below or an example of your choice:

- Hanseatic League

E. The expansion of *empires* facilitated Trans-Eurasian trade and communication as new peoples were drawn into their conquerors' economies and trade networks.

Required examples of ***empires***:

- China
- The Byzantine Empire
- The Caliphates
- The Mongols

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II. The movement of peoples caused environmental and linguistic effects.

Teach one illustrative example of ***environmental knowledge and technological adaptations***, either from the list below or an example of your choice:

- The way Scandinavian Vikings used their longships to travel in coastal and open waters as well as in rivers and estuaries
- The way the Arabs and Berbers adapted camels to travel across and around the Sahara
- The way Central Asian pastoral groups used horses to travel in the steppes

A. The expansion and intensification of long-distance trade routes often depended on *environmental knowledge and technological adaptations to it*.

B. Some *migrations* had a *significant environmental impact*.

Required examples of ***migration and their environmental impact***:

- The migration of Bantu-speaking peoples who facilitated transmission of iron technologies and agricultural techniques in Sub-Saharan Africa
- The maritime migrations of the Polynesian peoples who cultivated transplanted foods and domesticated animals as they moved to new islands

Teach one illustrative example of the ***diffusion of languages***, either from the list below or an example of your choice:

- The spread of Bantu languages including Swahili
- The spread of Turkic and Arabic languages

C. Some migrations and commercial contacts led to the *diffusion of languages* throughout a new region or the emergence of new languages.

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III. Cross-cultural exchanges were fostered by the intensification of existing, or the creation of new, networks of trade and communication.

A. Islam, based on the revelations of the prophet Muhammad, developed in the Arabian peninsula. The beliefs and practices of Islam reflected interactions among Jews, Christians, and Zoroastrians with the local Arabian peoples. Muslim rule expanded to many parts of Afro-Eurasia due to military expansion, and Islam subsequently expanded through the activities of merchants and missionaries.

B. In key places along important trade routes, merchants set up *diasporic communities* where they introduced their own cultural traditions into the indigenous culture.

Teach one illustrative example of ***diasporic communities***, either from the list below or an example of your choice:

- Muslim merchant communities in the Indian Ocean region
- Chinese merchant communities in Southeast Asia
- Sogdian merchant communities throughout Central Asia
- Jewish communities in the Mediterranean, Indian Ocean basin, or along the Silk Roads

C. The writings of certain *interregional travelers* illustrate both the extent and the limitations of intercultural knowledge and understanding.

Teach one illustrative example of ***interregional travelers***, either from the list below or an example of your choice:

- Ibn Battuta
- Marco Polo
- Xuanzang

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Teach one illustrative example of the ***diffusion of literary, artistic and cultural traditions***, either from the list below or an example of your choice:

- The influence of Neoconfucianism and Buddhism in East Asia
- Hinduism and Buddhism in Southeast Asia
- Islam in Sub-Saharan Africa and Southeast Asia
- Toltec/Mexica and Inca traditions in Mesoamerica and Andean America

D. Increased cross-cultural interactions resulted in the *diffusion of literary, artistic, and cultural traditions*.

Teach one illustrative example of the ***diffusion of scientific and technological traditions***, either from the list below or an example of your choice:

- The influence of Greek and Indian mathematics on Muslim scholars
- The return of Greek science and philosophy to Western Europe via Muslim al-Andalus in Iberia
- The spread of printing and gunpowder technologies from East Asia into the Islamic empires and Western Europe

E. Increased cross-cultural interactions also resulted in the diffusion of *scientific and technological traditions*.

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IV. There was continued diffusion of crops and pathogens throughout the Eastern Hemisphere along the trade routes.

A. *New foods and agricultural techniques* were adopted in populated areas.

B. The spread of epidemic diseases, including the Black Death, followed the well established paths of trade and military conquest.

Teach one illustrative example of ***new foods and agricultural techniques***, either from the list below or an example of your choice:

- Bananas in Africa
- New rice varieties in East Asia
- The spread of cotton, sugar, and citrus throughout Dar al-Islam and the Mediterranean basin

Key Concept 3.2. Continuity and Innovation of State Forms and Their Interactions

State formation in this era demonstrated remarkable continuity, innovation and diversity in various regions. In Afro-Eurasia, some states attempted, with differing degrees of success, to preserve or revive imperial structures, while smaller, less centralized states continued to develop. The expansion of Islam introduced a new concept — the Caliphate — to Afro-Eurasian statecraft. Pastoral peoples in Eurasia built powerful and distinctive empires that integrated people and institutions from both the pastoral and agrarian worlds. In the Americas, powerful states developed in both Mesoamerica and the Andean region.

I. Empires collapsed and were reconstituted; in some regions new state forms emerged.

A. Following the collapse of empires, most reconstituted governments, including the Byzantine Empire and the Chinese dynasties — Sui, Tang, and Song — combined *traditional sources of power and legitimacy with innovations* better suited to the current circumstances.

Teach one illustrative example of ***traditional sources of power and legitimacy***, either from the list below or an example of your choice:

- Patriarchy
- Religion
- Land-owning elites

Teach one illustrative example of ***innovations***, either from the list below or an example of your choice:

- New methods of taxation
- Tributary systems
- Adaptation of religious institutions.

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Teach one illustrative example of ***Islamic states***, either from the list below or an example of your choice:

- Abbasids
- Muslim Iberia
- Delhi Sultanates

B. In some places, new forms of governance emerged, including those developed in various *Islamic states*, the Mongol Khanates, *city-states*, and decentralized government (feudalism) in Europe and Japan.

Teach one illustrative example of ***city-states***, either from the list below or an example of your choice:

- In the Italian peninsula
- In East Africa
- In Southeast Asia
- In the Americas

Teach one illustrative example of such ***synthesis by states***, either from the list below or an example of your choice:

- Persian traditions that influenced Islamic states
- Chinese traditions that influenced states in Japan

C. Some states *synthesized local and borrowed traditions*.

D. In the Americas, as in Afro-Eurasia, state systems expanded in scope and reach: Networks of city-states flourished in the Maya region and, at the end of this period, imperial systems were created by the Mexica ("Aztecs") and Inca.

II. Interregional contacts and conflicts between states and empires encouraged significant *technological and cultural transfers*.

Required examples of *technological and cultural transfers*:

- Between Tang China and the Abbasids
- Across the Mongol empires
- During the Crusades

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Key Concept 3.3. Increased Economic Productive Capacity and Its Consequences

Changes in trade networks resulted from and stimulated increasing productive capacity, with important implications for social and gender structures and environmental processes. Productivity rose in both agriculture and industry. Rising productivity supported population growth and urbanization but also strained environmental resources and at times caused dramatic demographic swings. Shifts in production and the increased volume of trade also stimulated new labor practices, including adaptation of existing patterns of free and coerced labor. Social and gender structures evolved in response to these changes.

I. Innovations stimulated agricultural and industrial production in many regions.

A. Agricultural production increased significantly due to *technological innovations*.

Teach one illustrative example of ***technological innovations***, either from the list below or an example of your choice:

- Champa rice varieties
- The chinampa field systems
- *Waru waru* agricultural techniques in the Andean areas
- Improved terracing techniques
- The horse collar

B. In response to increasing demand in Afro-Eurasia for foreign luxury goods, crops were transported from their indigenous homelands to equivalent climates in other regions.

C. Chinese, Persian, and Indian artisans and merchants expanded their production of textiles and porcelains for export; industrial production of iron and steel expanded in China.

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

A. *Multiple factors* contributed to the declines of urban areas in this period.

Required examples of ***these factors***:

- Invasions
- Disease
- The decline of agricultural productivity
- The Little Ice Age

B. *Multiple factors* contributed to urban revival.

Required examples of ***these factors***:

- The end of invasions
- The availability of safe and reliable transport
- The rise of commerce and the warmer temperatures between 800 and 1300
- Increased agricultural productivity and subsequent rising population
- Greater availability of labor also contributed to urban growth

C. While cities in general continued to play the roles they had played in the past as governmental, religious, and commercial centers, many older cities declined at the same time that numerous new cities emerged to take on these established roles.

III. Despite significant continuities in social structures and in methods of production, there were also some important changes in labor management and in the effect of religious conversion on gender relations and family life.

A. As in the previous period, there were many forms of *labor organization*.

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Required examples of forms of ***labor organization***:

- Free peasant agriculture
- Nomadic pastoralism
- Craft production and guild organization
- Various forms of coerced and unfree labor
- Government-imposed labor taxes
- Military obligations

B. As in the previous period, social structures were shaped largely by class and caste hierarchies. Patriarchy persisted; however, in some areas, women exercised more power and influence, most notably among the Mongols and in West Africa, Japan, and Southeast Asia.

C. New forms of coerced labor appeared, including serfdom in Europe and Japan and the elaboration of the *mit'a* in the Inca Empire. *Free peasants resisted attempts to raise dues and taxes by staging revolts*. The demand for slaves for both military and domestic purposes increased, particularly in central Eurasia, parts of Africa, and the eastern Mediterranean.

Teach one illustrative example of ***regions where free peasants revolted***, either from the list below or an example of your choice:

- China
- The Byzantine Empire

D. The diffusion of Buddhism, Christianity, Islam, and Neoconfucianism often led to significant changes in gender relations and family structure.

Period 4: Global Interactions, c. 1450 to c. 1750

Key Concept 4.1. Globalizing Networks of Communication and Exchange

The interconnection of the Eastern and Western hemispheres made possible by transoceanic voyaging marked a key transformation of this period. Technological innovations helped to make transoceanic connections possible. Changing patterns of long-distance trade included the global circulation of some commodities and the formation of new regional markets and financial centers. Increased transregional and global trade networks facilitated the spread of religion and other elements of culture as well as the migration of large numbers of people. Germs carried

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to the Americas ravaged the indigenous peoples, while the global exchange of crops and animals altered agriculture, diets, and populations around the planet.

I. In the context of the new global circulation of goods, there was an intensification of all existing regional trade networks that brought prosperity and economic disruption to the merchants and governments in the trading regions of the Indian Ocean, Mediterranean, Sahara, and overland Eurasia.

Teach one illustrative example of ***new tools***, either from the list below or an example of your choice:

- Astrolabe
- Revised maps

II. European technological developments in cartography and navigation built on previous knowledge developed in the classical, Islamic, and Asian worlds, and included the production of *new tools, innovations in ship designs*, and an improved understanding of global wind and currents patterns — all of which made transoceanic travel and trade possible.

Teach one illustrative example of ***innovations in ship designs***, either the one below or an example of your choice:

- Caravels

III. Remarkable new transoceanic maritime reconnaissance occurred in this period.

A. Official Chinese maritime activity expanded into the Indian Ocean region with the naval voyages led by Ming Admiral Zheng He, which enhanced Chinese prestige.

B. Portuguese development of a school for navigation led to increased travel to and trade with West Africa, and resulted in the construction of a global trading-post empire.

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

D. Northern Atlantic crossings for fishing and settlements continued and spurred European searches for multiple routes to Asia.

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E. In Oceania and Polynesia, established exchange and communication networks were not dramatically affected because of infrequent European reconnaissance in the Pacific Ocean.

IV. The new global circulation of goods was facilitated by royal chartered European monopoly companies that took silver from Spanish colonies in the Americas to purchase Asian goods for the Atlantic markets, but regional markets continued to flourish in Afro-Eurasia by using established commercial practices and new transoceanic shipping services developed by European merchants.

A. European merchants' role in Asian trade was characterized mostly by transporting goods from one Asian country to another market in Asia or the Indian Ocean region.

B. Commercialization and the creation of a global economy were intimately connected to new global circulation of silver from the Americas.

C. Influenced by mercantilism, joint-stock companies were new methods used by European rulers to control their domestic and colonial economies and by European merchants to compete against one another in global trade.

D. The Atlantic system involved the movement of goods, wealth, and free and unfree laborers, and the mixing of African, American, and European cultures and peoples.

V. The new connections between the Eastern and Western hemispheres resulted in the Columbian Exchange.

A. European colonization of the Americas led to the spread of diseases — including smallpox, measles, and influenza — that were endemic in the Eastern Hemisphere among Amerindian populations and the unintentional transfer of vermin, including mosquitoes and rats.

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Teach one illustrative example of ***American foods***, either from the list below or an example of your choice:

- Potatoes
- Maize
- Manioc

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

Teach one illustrative example of ***cash crops***, either from the list below or an example of your choice:

- Sugar
- Tobacco

Teach one illustrative example of ***domesticated animals***, either from the list below or an example of your choice:

- Horses
- Pigs
- Cattle

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

Teach one illustrative example of ***foods brought by African slaves***, either from the list below or an example of your choice:

- Okra
- Rice

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

E. European colonization and the introduction of European agriculture and settlements practices in the Americas often affected the physical environment through deforestation and soil depletion.

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VI. The increase in interactions between newly connected hemispheres and intensification of connections within hemispheres expanded the spread and reform of existing religions and created syncretic belief systems and practices.

A. As Islam spread to new settings in Afro-Eurasia, believers adapted it to local cultural practices. The split between the Sunni and Shi'a traditions of Islam intensified, and Sufi practices became more widespread.

B. The practice of Christianity continued to spread throughout the world and was increasingly diversified by the process of diffusion and the Reformation.

C. Buddhism spread within Asia.

D. *Syncretic and new forms of religion* developed.

Teach one illustrative example of s***yncretic and new forms of religion***, either from the list below or an example of your choice:

- Vodun in the Caribbean
- The cults of saints in Latin America
- Sikhism in South Asia

VII. As merchants' profits increased and governments collected more taxes, funding for the visual and performing arts, even for popular audiences, increased.

A. *Innovations in visual and performing arts* were seen all over the world.

Teach one illustrative example of ***innovations in visual and performing arts***, either from the list below or an example of your choice:

- Renaissance art in Europe
- Miniature paintings in the Middle East and South Asia
- Wood-block prints in Japan
- Post-conquest codices in Mesoamerica

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Teach one illustrative example of ***popular authors, literary forms and works of literature***, either from the list below or an example of your choice:

- Shakespeare
- Cervantes
- Sundiata
- Journey to the West
- Kabuki

B. Literacy expanded and was accompanied by *the proliferation of popular authors, literary forms, and works of literature in Afro-Eurasia*.

Key Concept 4.2. New Forms of Social Organization and Modes of Production

Although the world's productive systems continued to be heavily centered on agricultural production throughout this period, major changes occurred in agricultural labor, the systems and locations of manufacturing, gender and social structures, and environmental processes. A surge in agricultural productivity resulted from new methods in crop and field rotation and the introduction of new crops. Economic growth also depended on new forms of manufacturing and new commercial patterns, especially in long-distance trade. Political and economic centers within regions shifted, and merchants' social status tended to rise in various states. Demographic growth — even in areas such as the Americas, where disease had ravaged the population — was restored by the eighteenth century and surged in many regions, especially with the introduction of American food crops throughout the Eastern Hemisphere. The Columbian Exchange led to new ways of humans interacting with their environments. New forms of coerced and semi-coerced labor emerged in Europe, Africa, and the Americas, and affected ethnic and racial classifications and gender roles.

I. Traditional peasant agriculture increased and changed, plantations expanded, and demand for labor increased. These changes both fed and responded to growing global demand for raw materials and finished products.

Teach one illustrative example of the ***intensification of peasant labor***, either from the list below or an example of your choice:

- The development of frontier settlements in Russian Siberia
- Cotton textile production in India
- Silk textile production in China

A. *Peasant labor intensified* in many regions.

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B. Slavery in Africa continued both the traditional incorporation of slaves into households and the export of slaves to the Mediterranean and the Indian Ocean.

C. The growth of the plantation economy increased the demand for slaves in the Americas.

D. Colonial economies in the Americas depended on a range of *coerced labor*.

Teach one illustrative example of ***coerced labor***, either from the list below or an example of your choice:

- Chattel slavery
- Indentured servitude
- *Encomienda* and *hacienda* systems
- The Spanish adaptation of the Inca *mit'a*

II. As new social and political elites changed, they also restructured new ethnic, racial, and gender hierarchies.

A. Both imperial conquests and widening global economic opportunities contributed to the formation of *new political and economic elites*.

Teach one illustrative example of ***new elites***, either from the list below or an example of your choice:

- The Manchus in China
- Creole elites in Spanish America
- European gentry
- Urban commercial entrepreneurs in all major port cities in the world

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Teach one illustrative example of ***existing elites***, either from the list below or an example of your choice:

- The zamindars in the Mughal Empire
- The nobility in Europe
- The daimyo in Japan

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

Teach one illustrative example of ***gender and family restructuring***, either from the list below or an example of your choice:

- The dependence of European men on Southeast Asian women for conducting trade in that region
- The smaller size of European families

C. Some notable *gender and family restructuring* occurred, including the demographic changes in Africa that resulted from the slave trades.

Teach one illustrative example of ***new ethnic and racial classifications***, either from the list below or an example of your choice:

- Mestizo
- Mulatto
- Creole

D. The massive demographic changes in the Americas resulted in *new ethnic and racial classifications*.

Key Concept 4.3. State Consolidation and Imperial Expansion

Empires expanded and conquered new peoples around the world, but they often had difficulties incorporating culturally, ethnically, and religiously diverse subjects, and administrating widely dispersed territories. Agents of the European powers moved into existing trade networks around the world. In Africa and the greater Indian Ocean, nascent European empires consisted mainly of interconnected trading posts and enclaves. In the Americas, European empires moved more quickly to settlement and territorial control, responding to local demographic and commercial conditions. Moreover,

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the creation of European empires in the Americas quickly fostered a new Atlantic trade system that included the trans-Atlantic slave trade. Around the world, empires and states of varying sizes pursued strategies of centralization, including more efficient taxation systems that placed strains on peasant producers, sometimes prompting local rebellions. Rulers used public displays of art and architecture to legitimize state power. African states shared certain characteristics with larger Eurasian empires. Changes in African and global trading patterns strengthened some West and Central African states — especially on the coast; this led to the rise of new states and contributed to the decline of states on both the coast and in the interior.

I. Rulers used a variety of methods to legitimize and consolidate their power.

A. Rulers used *the arts to display political power* and to legitimize their rule.

Teach one illustrative example of ***the arts as displays of political power***, either from the list below or an example of your choice:

- Monumental architecture
- Urban design
- Courtly literature
- The visual arts

B. Rulers continued to use *religious ideas to legitimize their rule*.

Teach one illustrative example of these ***religious ideas***, either from the list below or an example of your choice:

- European notions of divine right
- Safavid use of Shiism
- Mexica or Aztec practice of human sacrifice
- Songhay promotion of Islam
- Chinese emperors' public performance of Confucian rituals

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Teach one illustrative example of the ***differential treatment of ethnic and religious groups***, either from the list below or an example of your choice:

- Ottoman treatment of non-Muslim subjects
- Manchu policies toward Chinese
- Spanish creation of a separate "República de Indios"

C. States *treated different ethnic and religious groups* in ways that utilized their economic contributions while limiting their ability to challenge the authority of the state.

Teach one illustrative example of ***bureaucratic elites*** or ***military professionals***, either from the list below or an example of your choice:

- Ottoman devshirme
- Chinese examination system
- Salaried samurai

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

E. Rulers used tribute collection and tax farming to generate revenue for territorial expansion.

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

A. Europeans established new trading-post empires in Africa and Asia, which proved profitable for the rulers and merchants involved in new global trade networks, but these empires also affected the power of the states in interior West and Central Africa.

B. *Land empires* expanded dramatically in size.

Required examples of ***land empires***:

- Manchus
- Mughals

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- Ottomans
- Russians

C. European states established new *maritime empires* in the Americas.

Required examples of ***maritime empires***:

- Portuguese
- Spanish
- Dutch
- French
- British

III. *Competition over trade routes*, *state rivalries,* and *local resistance* all provided significant challenges to state consolidation and expansion.

Teach one illustrative example of ***competition over trade routes***, either from the list below or an example of your choice:

- Omani-European rivalry in the Indian Ocean
- Piracy in the Caribbean

Teach one illustrative example of ***state rivalries***, either from the list below or an example of your choice:

- Thirty Years War
- Ottoman-Safavid conflict

Teach one illustrative example of ***local resistance***, either from the list below or an example of your choice:

- Food riots
- Samurai revolts
- Peasant uprisings

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Period 5: Industrialization and Global Integration, c. 1750 to c. 1900

Key Concept 5.1. Industrialization and Global Capitalism

Industrialization fundamentally altered the production of goods around the world. It not only changed how goods were produced and consumed, as well as what was considered a "good," but it also had far-reaching effects on the global economy, social relations, and culture. Although it is common to speak of an "Industrial Revolution," the process of industrialization was a gradual one that unfolded over the course of the eighteenth and nineteenth centuries, eventually becoming global.

I. Industrialization fundamentally changed how goods were produced.

A. A variety of *factors led to the rise of industrial production*.

Required examples of ***factors leading to the rise of industrial production***:

- Europe's location on the Atlantic Ocean
- The geographical distribution of coal, iron and timber
- European demographic changes
- Urbanization
- Improved agricultural productivity
- Legal protection of private property
- An abundance of rivers and canals
- Access to foreign resources
- The accumulation of capital

B. The development of machines, including steam engines and the internal combustion engine, made it possible to exploit vast new resources of energy stored in fossil fuels, specifically coal and oil. The "fossil fuels" revolution greatly increased the energy available to human societies.

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

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

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

II. New patterns of global trade and production developed and further integrated the global economy as industrialists sought raw materials and new markets for the increasing amount and array of goods produced in their factories.

A. The need for raw materials for the factories and increased food supplies for the growing population in urban centers led to the growth of export economies around the world that specialized in mass producing *single natural resources*. The profits from these raw materials were used to purchase finished goods.

Teach one illustrative example of the ***production and export of single natural resources***, either from the list below or an example of your choice:

- Cotton
- Rubber
- Palm oil
- Sugar
- Wheat
- Meat
- Guano
- Metals and minerals

B. The rapid development of industrial production contributed to the *decline of economically productive, agriculturally based economies*.

Teach one illustrative example of a ***declining agriculturally based economy***, either the one below or an example of your choice:

- Textile production in India

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Teach one illustrative example of ***new consumer market***, either the one below or an example of your choice:

- British and French attempts to "open up" the Chinese market during the nineteenth century

C. The rapid increases in productivity caused by industrial production encouraged *industrialized states to seek out new consumer markets* for their finished goods.

Teach one illustrative example of ***mining centers***, either from the list below or an example of your choice:

- Copper mines in Mexico
- Gold and diamond mines in South Africa

D. The need for specialized and limited metals for industrial production, as well as the global demand for gold, silver and diamonds as forms of wealth, led to the development of *extensive mining centers*.

III. To facilitate investments at all levels of industrial production, financiers developed and expanded various financial institutions.

A. The ideological inspiration for economic changes lies in the development of capitalism and classical liberalism associated with Adam Smith and John Stuart Mill.

Teach one illustrative example of ***financial instruments***, either from the list below or an example of your choice:

- Stock markets
- Insurance
- Gold standard
- Limited liability corporations

B. *Financial instruments* expanded.

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C. The global nature of trade and production contributed to the proliferation of *large-scale transnational businesses*.

Teach one illustrative example of ***transnational businesses***, either from the list below or an example of your choice:

- The United Fruit Company
- The HSBC — Hong Kong and Shanghai Banking Corporation

IV. There were *major developments in transportation and communication*.

Required examples of ***developments in transportation and communication***:

- Railroads
- Steamships
- Telegraphs
- Canals

V. The development and spread of global capitalism led to a variety of responses.

A. In industrialized states, many workers organized themselves to improve working conditions, limit hours, and gain higher wages, while others opposed capitalist exploitation of workers by promoting *alternative visions of society*.

Teach one illustrative example of ***alternative visions***, either from the list below or an example of your choice:

- Utopian socialism
- Marxism
- Anarchism

B. In Qing China and the Ottoman Empire, some members of the government resisted economic change and attempted to maintain preindustrial forms of economic production.

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Teach one illustrative example of ***state-sponsored visions of industrialization***, either from the list below or an example of your choice:

- The economic reforms of Meiji Japan
- The development of factories and railroads in Tsarist Russia
- China's Self-Strengthening Movement
- Muhammad Ali's development of a cotton textile industry in Egypt

C. In a small number of states, governments promoted their own *state-sponsored visions of industrialization*.

Teach one illustrative example of ***reforms***, either from the list below or an example of your choice:

- State pensions and public health in Germany
- Expansion of suffrage in Britain
- Public education in many states

D. In response to criticisms of industrial global capitalism, some governments mitigated the negative effects of industrial capitalism by *promoting various types of reforms*.

VI. The ways in which people organized themselves into societies also underwent significant transformations in industrialized states due to the fundamental restructuring of the global economy.

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

B. Family dynamics, gender roles, and demographics changed in response to industrialization.

C. Rapid urbanization that accompanied global capitalism often led to unsanitary conditions, as well as to new forms of community.

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Key Concept 5.2. Imperialism and Nation-State Formation

As states industrialized during this period, they also expanded their existing overseas colonies and established new types of colonies and transoceanic empires. Regional warfare and diplomacy both resulted in and were affected by this process of modern empire building. The process was led mostly by Europe, although not all states were affected equally, which led to an increase of European influence around the world. The United States and Japan also participated in this process. The growth of new empires challenged the power of existing land-based empires of Eurasia. New ideas about nationalism, race, gender, class, and culture also developed that facilitated the spread of transoceanic empires, as well as justified anti-imperial resistance and the formation of new national identities.

I. Industrializing powers established transoceanic empires.

A. *States with existing colonies* strengthened their control over those colonies.

Teach one illustrative example of ***states with existing colonies***, either from the list below or an example of your choice:

- British in India
- Dutch in Indonesia

B. *European states*, as well as the Americans and the Japanese, *established empires* throughout Asia and the Pacific, while Spanish and Portuguese influence declined.

Teach one illustrative example of ***European states that established empires***, either from the list below or an example of your choice:

- British
- Dutch
- French
- German
- Russian

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Teach one illustrative example of ***European States that established empires in Africa***, either from the list below or an example of your choice:

- Britain in West Africa
- Belgium in the Congo

C. Many *European states* used both warfare and diplomacy to *establish empires in Africa*.

Teach one illustrative example of ***Europeans who established settler colonies***, either from the list below or an example of your choice:

- The British in southern Africa, Australia, and New Zealand
- The French in Algeria

D. In some parts of their empires, *Europeans established settler colonies*.

Teach one illustrative example of ***industrialized states practicing economic imperialism***, either from the list below or an example of your choice:

- The British and French expanding their influence in China through the Opium Wars
- The British and the United States investing heavily in Latin America

E. In other parts of the world, *industrialized states practiced economic imperialism*.

II. Imperialism influenced state formation and contraction around the world.

A. The expansion of U.S. and European influence over Tokugawa Japan led to the emergence of Meiji Japan.

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B. The United States and Russia emulated European transoceanic imperialism by expanding their land borders and conquering neighboring territories.

C. Anti-imperial resistance led to the *contraction of the Ottoman Empire*.

Teach one illustrative example of the ***contraction of the Ottoman Empire***, either from the list below or an example of your choice:

- The establishment of independent states in the Balkans
- Semi-independence in Egypt, French and Italian colonies in North Africa
- Later British influence in Egypt

D. *New states developed on the edges of existing empires*.

Teach one illustrative example of ***such new states***, either from the list below or an example of your choice:

- The Cherokee Nation
- Siam
- Hawai'i
- The Zulu Kingdom

E. The development and spread of *nationalism as an ideology fostered new communal identities*.

Teach one illustrative example of ***nationalism***, either from the list below or an example of your choice:

- The German nation
- Filipino nationalism
- Liberian nationalism

III. New racial ideologies, especially Social Darwinism, facilitated and justified imperialism.

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Key Concept 5.3. Nationalism, Revolution, and Reform

The eighteenth century marked the beginning of an intense period of revolution and rebellion against existing governments, and the establishment of new nation-states around the world. Enlightenment thought and the resistance of colonized peoples to imperial centers shaped this revolutionary activity. These rebellions sometimes resulted in the formation of new states and stimulated the development of new ideologies. These new ideas in turn further stimulated the revolutionary and anti-imperial tendencies of this period.

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

Teach one illustrative example of ***such thinkers***, either from the list below or an example of your choice:

- Voltaire
- Rousseau

A. *Thinkers* applied new ways of understanding the natural world to human relationships, encouraging observation and inference in all spheres of life.

B. Intellectuals critiqued the role that religion played in public life, insisting on the importance of reason as opposed to revelation.

Teach one illustrative example of ***Enlightenment thinkers***, either from the list below or an example of your choice:

- Locke
- Montesquieu

C. *Enlightenment thinkers* developed new political ideas about the individual, natural rights, and the social contract.

D. The ideas of Enlightenment thinkers influenced resistance to existing political authority, as reflected in *revolutionary documents*.

Required examples of ***revolutionary documents***:

- The American Declaration of Independence
- The French Declaration of the Rights of Man and Citizen
- Bolivar's Jamaica Letter

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E. These ideas influenced many people to challenge existing notions of social relations, which led to the expansion of rights as seen in expanded suffrage, the abolition of slavery and the end of serfdom, as their ideas were implemented.

II. Beginning in the eighteenth century, peoples around the world developed a new sense of commonality based on language, religion, social customs and territory. These newly imagined national communities linked this identity with the borders of the state, while governments used this idea to unite diverse populations.

III. Increasing discontent with imperial rule propelled reformist and revolutionary movements.

A. *Subjects challenged the centralized imperial governments.*

Teach one illustrative example of ***subjects challenging imperial government***, either the one below or an example of your choice:

- The challenge of the Marathas to the Mughal Sultans

B. American colonial subjects led a series of *rebellions*, which facilitated the emergence of independent states in the United States, Haiti, and mainland Latin America. French subjects rebelled against their monarchy.

Required examples of ***rebellions***:

- American Revolution
- French Revolution
- Haitian Revolution
- Latin American independence movements

C. *Slave resistance* challenged existing authorities in the Americas.

Teach one illustrative example of ***slave resistance***, either the one below or an example of your choice:

- The establishment of Maroon societies.

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Teach one illustrative example of ***anticolonial movements***, either from the list below or an example of your choice:

- The Indian Revolt of 1857
- The Boxer Rebellion

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

Teach one illustrative example of ***such rebellions***, either from the list below or an example of your choice:

- The Taiping Rebellion
- The Ghost Dance
- The Xhosa Cattle-Killing Movement

E. Some of the *rebellions were influenced by religious ideas and millenarianism*.

Teach one illustrative example of ***reforms***, either from the list below or an example of your choice:

- The Tanzimat movement
- The Self-Strengthening Movement

F. Responses to increasingly frequent rebellions led to *reforms in imperial policies*.

IV. The global spread of European political and social thought and the increasing number of rebellions stimulated new transnational ideologies and solidarities.

A. Discontent with monarchist and imperial rule encouraged the development of political ideologies, including liberalism, socialism, and communism.

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

Teach one illustrative example of ***such demands***, either from the list below or an example of your choice:

- Mary Wollstonecraft's *A Vindication of the Rights of Woman*
- Olympe de Gouges's "Declaration of the Rights of Women and the Female Citizen"
- The resolutions passed at the Seneca Falls Conference in 1848

Key Concept 5.4. Global Migration

Migration patterns changed dramatically throughout this period, and the numbers of migrants increased significantly. These changes were closely connected to the development of transoceanic empires and a global capitalist economy. In some cases, people benefited economically from migration, while other people were seen simply as commodities to be transported. In both cases, migration produced dramatically different societies for both sending and receiving societies, and presented challenges to governments in fostering national identities and regulating the flow of people.

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

A. Changes in food production and improved medical conditions contributed to a significant global rise in population.

B. Because of the nature of the new modes of transportation, both internal and external migrants increasingly relocated to cities. This pattern contributed to the significant global urbanization of the nineteenth century.

II. Migrants relocated for a variety of reasons.

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Teach one illustrative example of ***such migrants***, either from the list below or an example of your choice:

- Manual laborers
- Specialized professionals

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

B. The new global capitalist economy continued to rely on *coerced and semicoerced labor migration*.

Required examples of ***coerced and semicoerced labor migration***:

- Slavery
- Chinese and Indian indentured servitude
- Convict labor

Teach one illustrative example of ***such temporary and seasonal migrants***, either from the list below or an example of your choice:

- Japanese agricultural workers in the Pacific
- Lebanese merchants in the Americas
- Italians in Argentina

C. While many migrants permanently relocated, a significant number of *temporary and seasonal migrants returned to their home societies*.

III. The large-scale nature of migration, especially in the nineteenth century, produced a variety of consequences and reactions to the increasingly diverse societies on the part of migrants and the existing populations.

A. Due to the physical nature of the labor in demand, migrants tended to be male, leaving women to take on new roles in the home society that had been formerly occupied by men.

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B. Migrants often created *ethnic enclaves in different parts of the world* which helped transplant their culture into new environments and facilitated the development of migrant support networks.

Teach one illustrative example of ***migrant ethnic enclaves in different parts of the world***, either from the list below or an example of your choice:

- Chinese in Southeast Asia, the Caribbean, South America, and North America
- Indians in East and southern Africa, the Caribbean, and Southeast Asia

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

Teach one illustrative example of the ***regulation of immigrants***, either from the list below or an example of your choice:

- The Chinese Exclusion Acts
- The White Australia Policy

Period 6: Accelerating Global Change and Realignments, c. 1900 to the Present

Key Concept 6.1 Science and the Environment

Rapid advances in science altered the understanding of the universe and the natural world and led to the development of new technologies. These changes enabled unprecedented population growth, which altered how humans interacted with the environment and threatened delicate ecological balances at local, regional, and global levels.

I. Researchers made rapid advances in science that spread throughout the world, assisted by the development of new technology.

A. New modes of communication and transportation virtually eliminated the problem of geographic distance.

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Teach one illustrative example of ***new scientific paradigms***, either from the list below or an example of your choice:

- The theory of relativity
- Quantum mechanics
- The Big Bang theory
- Psychology

B. *New scientific paradigms* transformed human understanding of the world.

C. The Green Revolution produced food for the earth's growing population as it spread chemically and genetically enhanced forms of agriculture.

Teach one illustrative example of ***medical innovations***, either from the list below or an example of your choice:

- The polio vaccine
- Antibiotics
- The artificial heart

D. *Medical innovations* increased the ability of humans to survive.

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

II. As the global population expanded at an unprecedented rate, humans fundamentally changed their relationship with the environment.

A. Humans exploited and competed over the earth's finite resources more intensely than ever before in human history.

B. Global warming was a major consequence of the release of greenhouse gases and other pollutants into the atmosphere.

C. Pollution threatened the world's supply of water and clean air. Deforestation and desertification were continuing consequences of the human impact on the environment. Rates of extinction of other species accelerated sharply.

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III. Disease, scientific innovations, and conflict led to demographic shifts.

A. *Diseases associated with poverty* persisted, while other *diseases emerged as new epidemics* and threats to human survival. In addition, *changing lifestyles and increased longevity led to higher incidence of certain diseases*.

Teach one illustrative example of ***diseases associated with poverty***, either from the list below or an example of your choice:

- Malaria
- Tuberculosis
- Cholera

Teach one illustrative example of ***emergent epidemic diseases***, either from the list below or an example of your choice:

- The 1918 influenza pandemic
- Ebola
- HIV/AIDS

Teach one illustrative example of ***diseases associated with changing lifestyles***, either from the list below or an example of your choice:

- Diabetes
- Heart disease
- Alzheimer's disease

B. More effective forms of birth control gave women greater control over fertility and transformed sexual practices.

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Teach one illustrative example of ***improved military technology***, either from the list below or an example of your choice:

- Tanks
- Airplanes
- The atomic bomb

Teach one illustrative example of ***new tactics***, either from the list below or an example of your choice:

- Trench warfare
- Firebombing

Teach one illustrative example of ***wartime casualties***, either from the list below or an example of your choice:

- Nanjing
- Dresden
- Hiroshima

C. *Improved military technology* and *new tactics* led to increased levels of *wartime casualties*.

Key Concept 6.2 Global Conflicts and Their Consequences

At the beginning of the twentieth century, a European-dominated global political order existed, which also included the United States, Russia, and Japan. Over the course of the century, peoples and states around the world challenged this order in ways that sought to redistribute power within the existing order and to restructure empires, while those peoples and states in power attempted to maintain the status quo. Other peoples and states sought to overturn the political order itself. These challenges to, and the attempts to maintain, the political order manifested themselves in an unprecedented level of conflict with high human casualties. In the context of these conflicts, many regimes in both older and newer states struggled with maintaining political stability and were challenged by internal and external factors, including ethnic and religious conflicts, secessionist movements, territorial partitions, economic dependency, and the legacies of colonialism.

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I. Europe dominated the global political order at the beginning of the twentieth century, but both land-based and transoceanic empires gave way to new forms of transregional political organization by the century's end.

A. The older land-based Ottoman, Russian, and Qing empires *collapsed due to a combination of internal and external factors*.

Teach one illustrative example of ***internal and external factors***, either from the list below or an example of your choice:

- Economic hardship
- Political and social discontent
- Technological stagnation
- Military defeat

B. Some *colonies negotiated their independence*.

Teach one illustrative example of ***negotiated independence***, either from the list below or an example of your choice:

- India from the British Empire
- The Gold Coast from the British Empire

C. Some *colonies achieved independence through armed struggle*.

Teach one illustrative example of ***independence through armed struggle***, either from the list below or an example of your choice:

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

II. Emerging ideologies of anti-imperialism contributed to the dissolution of empires and the restructuring of states.

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Teach one illustrative example of ***nationalist leaders***, either from the list below or an example of your choice:

- Mohandas Gandhi
- Ho Chi Minh
- Kwame Nkrumah

A. *Nationalist leaders* in Asia and Africa challenged imperial rule.

Teach one illustrative example of ***regional, religious, and ethnic movements***, either from the list below or an example of your choice:

- Muhammad Ali Jinnah
- The Québécois separatist movement
- The Biafra secessionist movement

B. *Regional, religious, and ethnic movements* challenged both colonial rule and inherited imperial boundaries.

Teach one illustrative example of ***transnational movements***, either from the list below or an example of your choice:

- Communism
- Pan-Arabism
- Pan-Africanism

C. *Transnational movements* sought to unite people across national boundaries.

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

III. Political changes were accompanied by major demographic and social consequences.

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A. The redrawing of old colonial boundaries led to *population resettlements*.

Teach one illustrative example of ***population resettlements***, either from the list below or an example of your choice:

- The India/Pakistan partition
- The Zionist Jewish settlement of Palestine
- The division of the Middle East into mandatory states

B. *The migration of former colonial subjects to imperial metropoles* maintained cultural and economic ties between the colony and the metropole even after the dissolution of empires.

Teach one illustrative example of ***such migrations***, either from the list below or an example of your choice:

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

C. The proliferation of conflicts led to various forms of *ethnic violence* and the *displacement of peoples resulting in refugee populations*.

Teach one illustrative example of ***such ethnic violence***, either from the list below or an example of your choice:

- Armenia
- The Holocaust
- Cambodia
- Rwanda

Teach one illustrative example of ***displacement of peoples***, either from the list below or an example of your choice:

- Palestinians
- Darfurians

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IV. Military conflicts occurred on an unprecedented global scale.

Teach one illustrative example of ***mobilization of a state's resources***, either from the list below or an example of your choice:

- The Gurkha soldiers in India
- The ANZAC troops in Australia
- Military conscription

A. World War I and World War II were the first "total wars." Governments used ideologies, including fascism, nationalism and communism, to *mobilize all of their state's resources*, including peoples, both in the home countries and the colonies or former colonies, *for the purpose of waging war.* Governments also used a variety of strategies, including political speeches, art, media, and intensified forms of nationalism, to mobilize these populations.

B. The *sources of global conflict* in the first half of the century varied.

Required examples of the ***sources of global conflict***:

- Imperialist expansion by European powers and Japan
- Competition for resources
- Ethnic conflict
- Great power rivalries between Great Britain and Germany
- Nationalist ideologies
- The economic crisis engendered by the Great Depression.

C. The global balance of economic and political power shifted after the end of World War II and rapidly evolved into the Cold War. The United States and the Soviet Union emerged as superpowers, which led to ideological struggles between capitalism and communism throughout the globe.

D. The Cold War produced new military alliances, including NATO and the Warsaw Pact, and promoted proxy wars in Latin America, Africa, and Asia.

E. The dissolution of the Soviet Union effectively ended the Cold War.

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

A. *Groups and individuals challenged the many wars* of the century, and some promoted the *practice of nonviolence* as a way to bring about political change.

Teach one illustrative example of ***groups and individuals who challenged war***, either from the list below or an example of your choice:

- Picasso in his *Guernica*
- The antinuclear movement during the Cold War
- Thich Quang Duc by self-immolation

Teach one illustrative example of ***nonviolence***, either from the list below or an example of your choice:

- Gandhi
- Martin Luther King

B. *Groups and individuals opposed and promoted alternatives* to the existing economic, political, and social orders.

Teach one illustrative example of ***such groups and individuals***, either from the list below or an example of your choice:

- Communist leaders such as Vladimir Lenin and Mao Zedong
- The Non-Aligned Movement, which presented an alternative political bloc to the Cold War
- The Anti-Apartheid Movement in South Africa
- Participants in the global uprisings of 1968
- The Tiananmen Square protesters that promoted democracy in China

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Teach one illustrative example of ***responses that intensified conflict***, either from the list below or an example of your choice:

- The promotion of military dictatorship in Chile, Spain, and Uganda
- The United States' promotion of a New World Order after the Cold War
- The buildup of the "military-industrial complex" and arms trading

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

Teach one illustrative example of ***movements who used violence***, either from the list below or an example of your choice:

- IRA
- ETA
- Al-Qaeda

D. More *movements used violence* against civilians to achieve political aims.

Teach one illustrative example of ***popular culture influenced by global conflicts***, either from the list below or an example of your choice:

- Dada
- James Bond
- Socialist Realism
- Video games

E. Global conflicts had a profound *influence on popular culture*.

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Key Concept 6.3 New Conceptualizations of Global Economy, Society, and Culture

The twentieth century witnessed a great deal of warfare and the collapse of the global economy in the 1930s. In response to these challenges, the role of state in the domestic economy fluctuated, and new institutions of global governance emerged and continued to develop throughout the century. Scientific breakthroughs, new technologies, increasing levels of integration, changing relationships between humans and the environment, and the frequency of political conflict all contributed to global developments in which people crafted new understandings of society, culture, and historical interpretations. These new understandings often manifested themselves in, and were reinforced by, new forms of cultural production. Institutions of global governance both shaped and adapted to these social conditions.

I. States responded in a variety of ways to the economic challenges of the twentieth century.

A. In the Communist states of the Soviet Union and China, *governments controlled their national economies*.

Teach one illustrative example of *Communist governments controlling their national economies*, either from the list below or an example of your choice:

- The Five-Year Plans
- The Great Leap Forward

B. At the beginning of the century in the United States and parts of Europe, governments played a minimal role in their national economies. With the onset of the Great Depression, *governments began to take a more active role in economic life*.

Teach one illustrative example of ***government intervention in the economy***, either from the list below or an example of your choice:

- The New Deal
- The Fascist corporatist economy

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Teach one illustrative example of ***governments guiding economic life***, either from the list below or an example of your choice:

- Nasser's promotion of economic development in Egypt
- The encouragement of export-oriented economies in East Asia

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

Teach one illustrative example of ***governments encouraging free market policies***, either from the list below or an example of your choice:

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

D. At the end of the twentieth century, many *governments encouraged free market economic policies and promoted economic liberalization*.

II. States, communities, and individuals became increasingly interdependent, a process facilitated by the growth of institutions of global governance.

Teach one illustrative example of ***new international organizations***, either from the list below or an example of your choice:

- The League of Nations
- The United Nations
- The International Criminal Court

A. *New international organizations* formed to maintain world peace and to facilitate international cooperation.

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B. *New economic institutions* sought to spread the principles and practices associated with free market economics throughout the world.

Teach one illustrative example of ***new economic institutions***, either from the list below or an example of your choice:

- The International Monetary Fund (IMF)
- World Bank
- World Trade Organization (WTO)

C. *Humanitarian organizations* developed to respond to humanitarian crises throughout the world.

Teach one illustrative example of ***humanitarian organizations,*** either from the list below or an example of your choice:

- UNICEF
- The Red Cross
- Amnesty International
- Doctors Without Borders
- World Health Organization (WHO)

D. *Regional trade agreements* created regional trading blocs designed to promote the movement of capital and goods across national borders.

Teach one illustrative example of ***regional trade agreements***, either from the list below or an example of your choice:

- The European Union
- NAFTA
- ASEAN
- Mercosur

E. *Multinational corporations* began to challenge state authority and autonomy.

Teach one illustrative example of ***multinational corporations***, either from the list below or an example of your choice:

- Royal Dutch Shell
- Coca-Cola
- Sony

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Teach one illustrative example of ***protest movements***, either from the list below or an example of your choice:

- Greenpeace
- Green Belt in Kenya
- Earth Day

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

III. People conceptualized society and culture in new ways; some challenged old assumptions about race, class, gender, and religion, often using new technologies to spread reconfigured traditions.

Teach one illustrative example of ***human rights***, either from the list below or an example of your choice:

- The U.N. Universal Declaration of Human Rights
- Women's rights
- The end of the White Australia Policy

A. The *notion of human rights* gained traction throughout the world.

Teach one illustrative example of ***new cultural identities***, either the one below or an example of your choice:

- Negritude

B. Increased interactions among diverse peoples sometimes led to the formation of *new cultural identities* and *exclusionary reactions*.

Teach one illustrative example of ***exclusionary reactions***, either from the list below or an example of your choice:

- Xenophobia
- Race riots
- Citizenship restrictions

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C. Believers developed *new forms of spirituality* and chose to emphasize particular aspects of practice within existing faiths and apply them to political issues.

Teach one illustrative example of ***new forms of spirituality***, either from the list below or an example of your choice:

- New Age Religions
- Hare Krishna
- Falun Gong

Teach one illustrative example of ***application of religion to political issues***, either from the list below or an example of your choice:

- Fundamentalist movements
- Liberation Theology

IV. Popular and consumer culture became global.

A. *Sports* were more widely practiced and reflected national and social aspirations.

Teach one illustrative example of ***such sports***, either from the list below or an example of your choice:

- World Cup Soccer
- The Olympics
- Cricket

B. Changes in communication and transportation technology enabled the *widespread diffusion of music and film*.

Teach one illustrative example of ***the diffusion of music and film***, either from the list below or an example of your choice:

- Reggae
- Bollywood

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Participating in the AP Course Audit

Schools wishing to offer AP courses must participate in the AP Course Audit. Participation in the AP Course Audit requires the online submission of two documents: the AP Course Audit form and the teacher's syllabus. The AP Course Audit form is submitted by the AP teacher and the school principal (or designated administrator) to confirm awareness and understanding of the curricular and resource requirements. The syllabus, detailing how course requirements are met, is submitted by the AP teacher for review by college faculty.

The curricular and resource requirements, derived from the AP World History Curriculum Framework, are outlined below. Teachers should use these requirements in conjunction with the AP Course Audit resources at www.collegeboard.com/apcourseaudit to support syllabus development.

Curricular Requirements

- The course includes a college-level world history textbook, diverse primary sources and secondary sources by historians or scholars interpreting the past.
- Each of the course themes receives explicit attention and is addressed throughout the course.
- Each of the key concepts receives explicit attention in the relevant historical period and is integrated with the course themes.
- The course provides opportunities for students to demonstrate command of course themes and key concepts through activities and assignments where students use their knowledge of detailed and specific relevant historical developments and processes—including names, chronology, facts, and events.
- The course provides balanced global coverage, with Africa, the Americas, Asia, Oceania and Australia, and Europe all represented. No more than 20 percent of course time is devoted to European history.
- The course provides opportunities for students to develop coherent written arguments that have a thesis supported by relevant historical evidence.

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- The course provides opportunities for students to identify and evaluate diverse historical interpretations.
- The course provides opportunities for students to analyze evidence about the past from diverse sources, including written documents, maps, images, quantitative data (e.g., charts, graphs, tables), works of art and other types of sources.
- The course provides opportunities for students to examine relationships between causes and consequences of events or processes.
- The course provides opportunities for students to identify and analyze patterns of continuity and change over time and across geographic regions, relating these patterns to a global context.
- The course provides opportunities for students to examine diverse models of periodization constructed by historians.
- The course provides opportunities for students to compare historical developments across or within societies in various chronological and/or geographical contexts.
- The course provides opportunities for students to connect historical developments to specific circumstances of time and place, and to broader regional, national or global processes.
- The course provides opportunities for students to apply multiple historical thinking skills to examine a particular historical problem or question and connect insights from one historical context to another, including the present.
- The course provides opportunities for students to recognize how the study of history has been shaped by the findings and methods of other disciplines such as anthropology, archaeology, visual arts, literature, economics, geography and political science.

Resource Requirements

- The school ensures that each student has a college-level world history textbook (supplemented when necessary to meet the curricular requirements) for individual use inside and outside of the classroom.
- The school ensures that each student has copies of primary sources and other instructional materials used in the course for individual use inside and outside of the classroom.

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- The school ensures that students have access to support materials for the AP World History course, including scholarly, college-level works that correspond with course themes; as well as standard reference works such as encyclopedias, atlases, collections of historical documents, and statistical compendiums, either in a school or public library or via the Internet.

Exam Information

The AP World History Exam is 3 hours and 5 minutes long and includes both a 55-minute multiple-choice section and a 130-minute free-response section. The multiple-choice section of the examination accounts for half of the student's exam grade, and the free-response section for the other half.

Question Type	Number of Questions	Timing
Multiple-choice	70 questions	55 minutes
Document-based question	1 question	50 minutes (includes a 10-minute reading period)
Change-over-time essay	1 question	40 minutes
Comparative essay	1 question	40 minutes

Section I consists of 70 multiple-choice questions designed to measure the student's knowledge of world history from Period 1 to the present. This section follows the percentages listed below; questions will draw from individual or multiple periods:

Periods			Period Weights
1	Technological and Environmental Transformations	to c. 600 B.C.E.	5%
2	Organization and Reorganization of Human Societies	c. 600 B.C.E. to c. 600 C.E.	15%
3	Regional and Transregional Interactions	c. 600 C.E. to c. 1450	20%
4	Global Interactions	c. 1450 to c. 1750	20%
5	Industrialization and Global Integration	c. 1750 to c. 1900	20%
6	Accelerating Global Change and Realignments	c. 1900 to Present	20%

Multiple-choice questions will also measure various geographical regions, with no more than 20 percent of multiple-choice questions focusing solely on Europe.

In Section II, the free-response section of the exam, Part A begins with a mandatory 10-minute reading period for the document-based question. Students should answer the document-based question in approximately 40 minutes. In Part B students are asked to answer a question that deals with

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continuity and change over time (covering at least one of the periods in the concept outline). Students will have 40 minutes to answer this question, 5 minutes of which should be spent planning and/or outlining the answer. In Part C students are asked to answer a comparative question that will focus on broad issues or themes in world history and deal with at least two societies. Students will have 40 minutes to answer this question, 5 minutes of which should be spent planning and/or outlining the answer.

Time Management

Students need to learn to budget their time to allow them to complete all parts of the exam. Time management is especially critical with regard to Section II in which three essays are required and weighted equally. Time left is announced, but students are not forced to move to the next question and many do not budget enough time to complete the third essay. Students often benefit from taking a practice exam under timed conditions prior to the actual administration.

How the Curriculum Framework Is Assessed

The following guidelines are presented to show teachers how the curriculum framework beginning on page 5 is assessed on the exam:

- All key concepts and themes are required and therefore must be taught in the AP World History course. Questions on the AP World History Exam will require specific knowledge from the concept outline.
- The exam will assess all the historical thinking skills.
- In order to answer multiple-choice questions correctly, students will not be required to recall specific illustrative examples. However, an illustrative example may appear on the exam provided that the question includes sufficient information to enable students to answer the question.
- In the continuity and change over time and the comparative essays, students will be expected to provide appropriate historical evidence to support their arguments. Students can draw upon the illustrative examples or any other appropriate, relevant examples in order to answer the questions.

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Sample Multiple-Choice Questions

The following are examples of the kinds of multiple-choice questions typically found on the AP World History Exam. The topics and the level of difficulty in these sample questions are comparable to what students will encounter on an actual AP Exam. Beginning with the May 2012 administration of the AP World History Exam, multiple-choice questions will contain four answer options, rather than five. This change will save students valuable time without altering the rigor of the exam in any way. A student's total score on the multiple-choice section is based on the number of questions answered correctly. Points are not deducted for incorrect answers or unanswered questions. An answer key to the multiple-choice questions can be found on page 108.

As a guide for teachers, each sample multiple-choice question below is followed by a box that shows the question's alignment with the AP World History Curriculum Framework key concepts, themes, and historical thinking skills.

Directions: Each of the questions or incomplete statements below is followed by four suggested answers or completions. Select the one that is best in each case and then fill in the corresponding oval on the answer sheet.

1. Which of the following was the major effect of the Neolithic Revolution?

   (A) The establishment of sedentary village communities

   (B) The spread of a migratory way of life

   (C) A decline in total population

   (D) An increase in the use of bronze tools

Alignment with Curriculum Framework		
Key Concept	**Theme**	**Skill**
1.2.I.A (page 26)	Theme 1: Interaction Between Humans and the Environment.	Causation

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2. Which of the following occurred as a result of the development of agriculture in societies that previously relied on hunting and gathering?

   (A) Conditions for women improved.

   (B) The incidence of disease declined.

   (C) Population density increased.

   (D) Degradation of the environment lessened.

Alignment with Curriculum Framework		
Key Concept	**Theme**	**Skill**
1.2.II.A (page 26)	Theme 1: Interaction Between Humans and the Environment.	Causation

3. Which of the following was an important reason for the fall of the Roman, Han, and Gupta empires?

   (A) A long period of drought that destroyed crops and livestock

   (B) The use of slaves in their armies

   (C) Intensified invasions and security issues along their frontiers

   (D) A refusal to tolerate Christianity

Alignment with Curriculum Framework		
Key Concept	**Theme**	**Skill**
2.2.IV.B (page 37)	Theme 3: State-Building, Expansion, and Conflict.	Comparison

4. Before 500 C.E. Judaism and Hinduism were similar in that both

   (A) had written scriptures and an ethical code to live by

   (B) spread widely around the Mediterranean

   (C) promoted teachings about reincarnation

   (D) advocated a monastic life and a rejection of the world

Alignment with Curriculum Framework		
Key Concept	**Theme**	**Skill**
2.2.IV.B (page 37)	Theme 2: Development and Interaction of Cultures.	Comparison

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5. The photograph above of a mosque (first erected in the fourteenth century) in the modern-day West African country of Mali best exemplifies which of the following historical processes?

(A) Imposition of religion through military conquest

(B) Spread of religion along trade routes

(C) Abandonment of indigenous cultural styles in the face of colonization

(D) Conflict between local and universalizing religions

Alignment with Curriculum Framework		
Key Concept	**Theme**	**Skill**
3.1.I.A (page 40); 3.1.I.D (page 42)	Theme 2: Development and Interaction of Cultures.	Contextualization

6. The spread of Bantu-speaking peoples over southern Africa before 1400 C.E. can be best explained by their

(A) conversion to Islam

(B) use of cavalry

(C) centralized political systems

(D) knowledge of agriculture

Alignment with Curriculum Framework		
Key Concept	**Theme**	**Skill**
3.1.II.B (page 43)	Theme 1: Interaction Between Humans and the Environment.	Causation

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The Crusader states were able to cling to survival only through frequent delivery of supplies and manpower from Europe. [They] were defended primarily by three semi-monastic military orders: the Templars, the Hospitallers, and the Teutonic Knights. Combining monasticism and militarism, these orders served to protect pilgrims and to wage perpetual war against the Muslims.

Palmira Brummett, world historian, 2007

Whenever I visited Jerusalem, I always entered the al-Aqsa Mosque, beside which stood a small mosque which the Franks had converted into a church.… [T]he Templars, … who were my friends, would evacuate the little adjoining mosque so that I could pray in it.

Usamah ibn Munqidh, Muslim historian, Jerusalem, circa 1138

7. The second passage does not support the first passage because the second passage

(A) shows that an influx of manpower from Europe was not critical for the survival of the Crusader states

(B) shows that Muslims vastly outnumbered Europeans in the Crusader states

(C) minimizes the importance of Hospitallers and Teutonic Knights in the administration of the Crusader states

(D) presents an incident in which a military order supported a Muslim traveler

Alignment with Curriculum Framework		
Key Concept	**Theme**	**Skill**
3.1.III.A, C (page 44); 3.2.II (page 47)	Theme 2: Development and Interaction of Cultures. Theme 3: State-Building, Expansion, and Conflict.	Argumentation Contextualization Interpretation Synthesis

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8. Inca and Aztec societies were similar in that both
   (A) developed from Mayan civilization
   (B) acquired empires by means of military conquest
   (C) independently developed iron technology
   (D) depended entirely on oral record keeping

Alignment with Curriculum Framework		
Key Concept	**Theme**	**Skill**
3.2.I.D (page 47)	Theme 3: State-Building, Expansion, and Conflict. Theme 5: Development and Transformation of Social Structures.	Comparison

9. Which of the following factors represents the most significant cause of the growth of cities in Afro-Eurasia in the period 1000–1450?
   (A) Climate change
   (B) Increased interregional trade
   (C) Decreased agricultural productivity
   (D) Increased invasions

Alignment with Curriculum Framework		
Key Concept	**Theme**	**Skill**
3.1.I.A (page 40); 3.3.II.B (page 49)	Theme 4: Creation, Expansion, and Interaction of Economic Systems.	Comparison Causation

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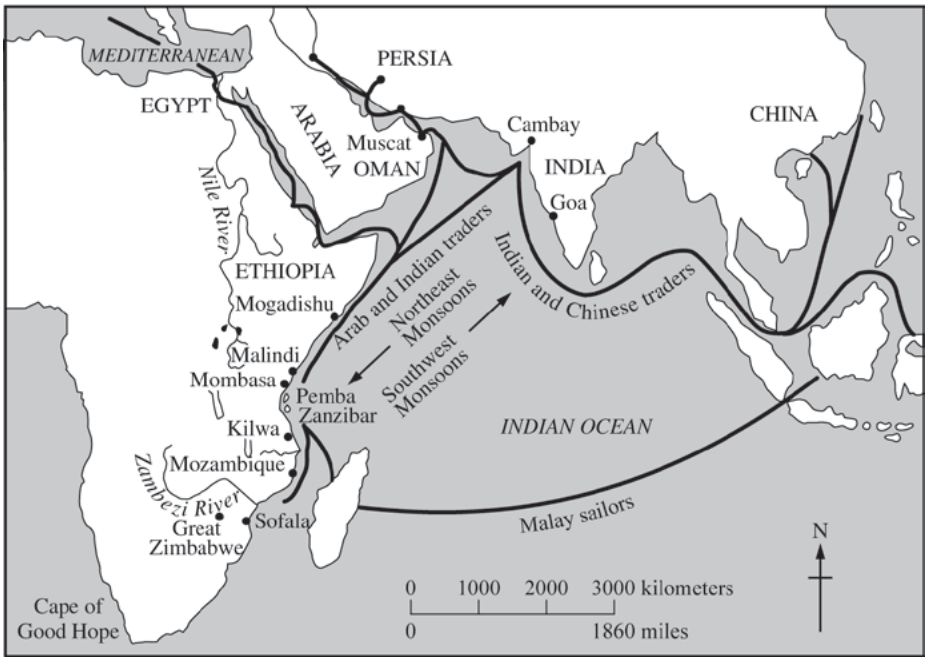
INDIAN OCEAN TRADING NETWORKS



10. The map above shows what significant economic developments?

(A) Trade connections that linked the Hellenistic and Maurya empires to African cities from 300 through 150 B.C.E.

(B) Trading networks that promoted the growth of new cities from 600 C.E. through 1450 C.E.

(C) Chinese dominance of Indian Ocean trading networks because of the voyages of Zheng He in the 1400s C.E.

(D) Changes in Indian Ocean trading networks that resulted from technological innovations from 1450 C.E. through 1750 C.E.

Alignment with Curriculum Framework		
Key Concept	**Theme**	**Skill**
3.1.I.A (page 40); 4.1.II (page 51)	Theme 4: Creation, Expansion, and Interaction of Economic Systems.	Contextualization Periodization Causation Synthesis

11. Which of the following changes best justifies the claim that the late 1400s mark the beginning of a new period in world history?

(A) The rise of the Aztec and Inca empires

(B) The economic recovery in Afro-Eurasia after the Black Death

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(C) The incorporation of the Americas into a broader global network of exchange

(D) The emergence of new religious movements in various parts of the world

Alignment with Curriculum Framework		
Key Concept	**Theme**	**Skill**
3.1 (page 40); 4.1 (page 50)	Theme 4: Creation, Expansion, and Interaction of Economic Systems.	Periodization

12. The Columbian Exchange involved which of the following new connections in the era 1450–1750?

(A) European food to the Western Hemisphere; Western Hemisphere diseases to Europe; African population to Europe

(B) Western Hemisphere technology to Africa; African food to Europe; European population to the Western Hemisphere

(C) European technology to Africa; Western Hemisphere population to Africa; African food to the Western Hemisphere

(D) African population to the Western Hemisphere; Western Hemisphere food to Europe and Africa; African and European diseases to the Western Hemisphere

Alignment with Curriculum Framework		
Key Concept	**Theme**	**Skill**
4.1.V. (page 52)	Theme 1: Interaction Between Humans and the Environment. Theme 2: Development and Interaction of Cultures.	Continuity and Change Over Time Contextualization

13. In the period 1450–1750, which of the following, produced on large plantations by slave labor, were significant commodities in the growing world market?

(A) Grains such as wheat and barley

(B) Tropical fruits such as bananas and oranges

(C) Animal products such as wool and beef

(D) Cash crops such as sugar and tobacco

Alignment with Curriculum Framework		
Key Concept	**Theme**	**Skill**
4.1.V.B (page 53)	Theme 4: Creation, Expansion, and Interaction of Economic Systems.	Contextualization

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14. Which of the following is most likely to have influenced eighteenth-century population trends in both Europe and China?

(A) A sharp decline in average global temperatures

(B) Introduction of Western Hemisphere crops

(C) Innovation in birth control measures

(D) Improvement in surgical procedures

Alignment with Curriculum Framework		
Key Concept	**Theme**	**Skill**
4.1.V.D (page 53)	Theme 1: Interaction Between Humans and the Environment.	Causation

15. Which of the following factors best explains why the Portuguese did not engage in direct trading relations with West African states until the fifteenth century?

(A) Lack of the necessary navigational and maritime technology

(B) Lack of European interest in African goods

(C) Directives from the pope to limit trade between Christians and Africans

(D) Fear of death from tropical diseases

Alignment with Curriculum Framework		
Key Concept	**Theme**	**Skill**
4.1.II; 4.III.B (page 51)	Theme 4: Creation, Expansion, and Interaction of Economic Systems.	Causation

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16. In recent decades, many world historians have challenged the commonly held view that Europeans controlled the largest share of world trade in the seventeenth through the eighteenth centuries. Which of the following evidence from the period would best support this historical reinterpretation?

(A) Prices for Chinese goods were much higher in Europe than in China.

(B) European trading companies often backed their long-distance trading ventures with the threat of military force.

(C) Asian trading companies dominated trade in the Indian Ocean region.

(D) European merchants transported only a fraction of the goods shipped globally.

Alignment with Curriculum Framework		
Key Concept	**Theme**	**Skill**
4.1.IV. (page 52)	Theme 4: Creation, Expansion, and Interaction of Economic Systems.	Argumentation Interpretation Synthesis

17. Which of the following would be the most useful source of evidence for research about the profits of Portuguese and British slave traders in the period 1600–1800?

(A) Portuguese and British tax records

(B) Narratives of slaves transported to the Americas

(C) European slave traders' account books

(D) Journals of African slave traders

Alignment with Curriculum Framework		
Key Concept	**Theme**	**Skill**
4.1.IV.D (page 52)	Theme 4: Creation, Expansion, and Interaction of Economic Systems.	Use of Evidence

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I am a griot.… we are vessels of speech; we are the repositories which harbor secrets many centuries old. Without us the names of kings would vanish into oblivion. We are the memory of mankind; by the spoken word we bring to life the deeds and exploits of kings for younger generations.… I teach kings the history of their ancestors so that the lives of the ancients might serve them as an example, for the world is old, but the future springs from the past.

An African griot (storyteller), circa 1950, introducing the oral epic of King Sundiata of Mali, composed circa 1400 C.E.

18. The introduction by the griot is intended to serve which of the following purposes?

(A) To establish the griot's authority by connecting him to the past

(B) To exalt the Malian kings above previous dynasties

(C) To highlight the griot's unique abilities compared with other griots

(D) To portray Mali as a progressive society that is improving on the past

Alignment with Curriculum Framework		
Key Concept	**Theme**	**Skill**
4.3.I.A and B (page 58)	Theme 2: Development and Interaction of Cultures. Theme 3: State-Building, Expansion, and Conflict.	Use of Evidence

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19. Which of the following statements is true about both the Mughal and Ottoman empires in the sixteenth century?

(A) In both empires the majority of the people were Muslims.

(B) Both empires had powerful navies that engaged European navies.

(C) Both empires expanded through the use of gunpowder weapons and extensive bureaucracies.

(D) Both empires gave little monetary support to artistic and cultural endeavors.

Alignment with Curriculum Framework		
Key Concept	**Theme**	**Skill**
4.3.II.B; 4.3.I.D (page 59)	Theme 3: State-Building, Expansion, and Conflict.	Comparison

20. Most world historians would agree that the key to European predominance in the world economy during the nineteenth and early twentieth centuries was

(A) the Industrial Revolution

(B) European medical technology

(C) Spanish control of New World silver

(D) the Enlightenment

Alignment with Curriculum Framework		
Key Concept	**Theme**	**Skill**
5.1.I-II (pages 61-62)	Theme 4: Creation, Expansion, and Interaction of Economic Systems.	Causation Interpretation

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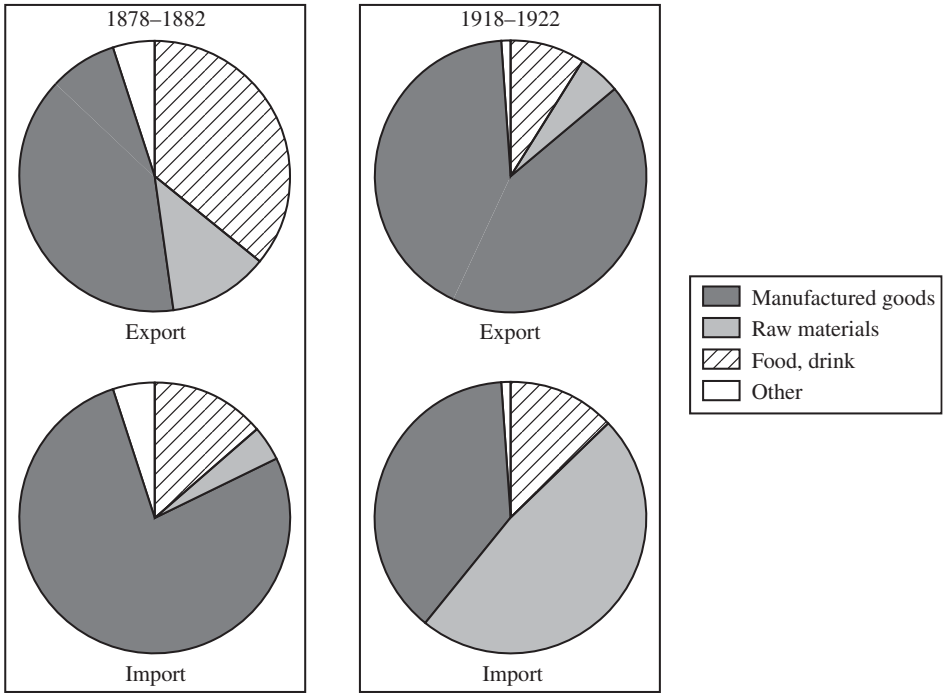
THE CHANGING PATTERN OF JAPANESE TRADE



21. Which of the following developments in the period 1878–1922 best explains the change in Japanese trade patterns shown in the graphs above?

(A) Japanese manufacturing output decreased because Japanese leaders restricted commercial ties.

(B) Export of manufactured goods declined because United States tariffs on Japanese goods increased.

(C) Japanese manufacturing output rose as a consequence of industrialization.

(D) Japanese imports of raw materials increased as a consequence of extensive immigration to Japan.

Alignment with Curriculum Framework		
Key Concept	**Theme**	**Skill**
5.1.I.D, 5.1.II.A,C (page 62); 5.1.II. C,V (page 63)	Theme 4: Creation, Expansion, and Interaction of Economic Systems.	Continuity and Change Over Time Contextualization

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22. In contrast to initial industrialization, the second Industrial Revolution in the last half of the nineteenth century was particularly associated with the mass production of which of the following?

(A) Textiles, iron, and coal

(B) Textiles, automobiles, and plastics

(C) Airplanes, ships, and radios

(D) Electricity, steel, and chemicals

Alignment with Curriculum Framework		
Key Concept	**Theme**	**Skill**
5.1.I.E (page 62)	Theme 4: Creation, Expansion, and Interaction of Economic Systems.	Comparison Contextualization

23. All of the following factors contributed to significant growth in worldwide population from 1750 through 1900 EXCEPT

(A) decline of epidemic disease

(B) introduction of Western Hemisphere food crops to new areas

(C) expansion of land under cultivation

(D) new grain crops developed in the Green Revolution

Alignment with Curriculum Framework		
Key Concept	**Theme**	**Skill**
5.1.VI.B (page 65); 6.1.I.C (page 75)	Theme 1: Interaction Between Humans and the Environment.	Causation

24. Between 1750 and 1900, which of the following industrializing states created an empire?

(A) Japan

(B) China

(C) Brazil

(D) Argentina

Alignment with Curriculum Framework		
Key Concept	**Theme**	**Skill**
5.2.I.B (page 66)	Theme 3: State-Building, Expansion, and Conflict.	Contextualization

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25. In the late nineteenth century, European involvement in both Africa and China was characterized primarily by

(A) the encouragement of slavery

(B) extensive intermarriage with local peoples

(C) small military enclaves along coastlines

(D) competition among imperialist powers

Alignment with Curriculum Framework		
Key Concept	**Theme**	**Skill**
5.2.I.B,C (pages 66-67)	Theme 3: State-Building, Expansion, and Conflict.	Comparison

26. Which of the following European developments is most closely associated with the revolution in Haiti?

(A) The Protestant Reformation

(B) The Russian Revolution

(C) The French Revolution

(D) The Industrial Revolution

Alignment with Curriculum Framework		
Key Concept	**Theme**	**Skill**
5.3.III.B (page 70)	Theme 5: Development and Transformation of Social Structures.	Contextualization

27. The North and South American independence movements of the late eighteenth and early nineteenth centuries shared which of the following?

(A) Revolutionary demands based on Enlightenment political ideas

(B) Reliance on Christian teachings to define revolutionary demands

(C) Industrial economies that permitted both areas to break free of European control

(D) Political instability caused by constant warfare among the new states

Alignment with Curriculum Framework		
Key Concept	**Theme**	**Skill**
5.3.III.B (page 70)	Theme 2: Development and Interaction of Cultures. Theme 3: State-Building, Expansion, and Conflict.	Comparison Contextualization

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28. What was the leading cause of the unprecedented increase in global population in the twentieth century?

(A) The end of international epidemics

(B) Global warming and other types of climate change

(C) The impact of medical innovations and public health measures

(D) The reduction of world hunger

Alignment with Curriculum Framework		
Key Concept	**Theme**	**Skill**
6.1.I.D (page 75)	Theme 1: Interaction Between Humans and the Environment.	Causation

29. "We shall not repeat the past. We shall eradicate it by restoring our rights in the Suez Canal. This money is ours. The canal is the property of Egypt."

This quotation by Egyptian leader Gamal Abdel Nasser (in power 1952–1970) best expresses support for

(A) communism

(B) liberalism

(C) nationalism

(D) imperialism

Alignment with Curriculum Framework		
Key Concept	**Theme**	**Skill**
6.2.II.A (page 78)	Theme 3: State-Building, Expansion, and Conflict.	Use of Evidence Contextualization Interpretation Synthesis

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30. Which of the following describes a major change in international relations in the 1980s and 1990s?

(A) The rapid establishment of large overseas colonial empires by European powers

(B) The disbanding of most regional political organizations

(C) The decline in power of multinational corporations

(D) The reduction of confrontations between communist and noncommunist countries

Alignment with Curriculum Framework		
Key Concept	**Theme**	**Skill**
6.2.IV.E (page 81)	Theme 3: State-Building, Expansion, and Conflict.	Continuity and Change Over Time

Answers to Multiple-Choice Questions

1 – A	16 – D
2 – C	17 – C
3 – C	18 – A
4 – A	19 – C
5 – B	20 – A
6 – D	21 – C
7 – D	22 – D
8 – B	23 – D
9 – B	24 – A
10 – B	25 – D
11 – C	26 – C
12 – D	27 – A
13 – D	28 – C
14 – B	29 – C
15 – A	30 – D

Sample Free-Response Questions

In the free-response section of the AP World History Exam, all students are asked to answer three constructed-response questions: Part A — a document-based question; Part B — an essay question that deals specifically with continuity and change over time (covering at least one of the periods in the concept outline) and that is focused on large global issues such as

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technology, trade, culture, migrations, and environmental developments; and Part C — an essay that analyzes similarities and differences in at least two societies.

Effective answers to essay questions depend in part upon the student's successful demonstration of a clear understanding (and application) of the meanings of important directive words. These are the words that indicate the way in which the material is to be presented. For example, if students only *describe* when they are asked to *analyze* or *compare*, or if they merely *list* causes when they have been asked to *evaluate* them, their responses will be less than satisfactory. An essay must directly answer the question that is asked. Classroom teachers should provide help with the meanings and applications of terms like these:

1. *Analyze*: determine various factors or component parts and examine their nature and relationship

2. *Assess/Evaluate*: judge the value or character of something; appraise; weigh the positive and negative points; give an opinion regarding the value of; discuss the advantages and disadvantages of

3. *Compare*: examine for the purpose of noting similarities and differences

4. *Describe*: give an account of; tell about; give a word picture of

5. *Discuss*: write about; consider or examine by argument or from various points of view; debate; present the different sides of

6. *Explain*: make clear or plain; make clear the causes or reasons for; make known in detail; tell the meaning of

Part A: Document-Based Essay Question

The primary purpose of the document-based essay question is not to test students' prior knowledge of subject matter but rather to evaluate their ability to formulate and support an answer from documentary evidence. It is assumed students have taken the course and understand the broader world historical context. Documents are chosen on the basis of both the information they convey about the topic and the perspective that they offer. The document-based essay question is designed to test skills described in the four historical thinking skills section of this document (pp. 7–15), that are analogous to those of the historian analyzing source materials. However, the document-based question differs from the task of actual historians mainly in the time available for analysis and the prearranged selection of the documents. There is no single "correct" answer; instead,

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various approaches and responses are possible, depending on the students' ability to understand the documents, communicate their significance, and construct an argument.

In writing the essay, students may find it useful to consider the following points. The document-based question is an exercise in crafting historical arguments from historical evidence and synthesis. Additionally, depending on the topic of the question, students may also be asked to analyze historical causation, make comparisons, and/or discuss continuity and change over time as part of the document-based question exercise. The document-based question requires that students first read and analyze the documents individually, contextualize them based on their informed analysis of the documentary evidence, and then plan and construct an appropriate and synthetic essay in response to the question. The student's answer must group documents in such a way that it demonstrates analysis of their different contents and contexts. A clear thesis statement and an analysis of the documents that fully address the question are required.

It is expected that students will use all or all but one of the documents. Specific mention of individual documents should always occur within the framework of the overall topic, serving to substantiate and illustrate points made in the essay. In no case should documents simply be cited and summarized in a list; reference to the documentary material must always be closely tied to the essay question. Evidence from the documents should be utilized both to construct arguments and to illustrate specific points within those arguments. Students should cite documents by naming the author, title, and/or document number.

Students may group documents chronologically, culturally, or thematically, as appropriate, to demonstrate their ability to analyze sources, but they are not expected to have particular knowledge of every document's author or topic or to include knowledge outside of the documents in order to receive the highest score. The number of documents will be between 4 and 10; they will be of sufficient length to encourage comparisons, contrasts, and analyses. Every document is related to the question. Critical judgment is essential in responding to a document-based question. Analysis of the documents must include consideration of their context, point of view, and frame of reference. Students should pay attention to both internal evidence (the content, format, and tone of each document in relation to the others) and external evidence (identification of author, purpose, or intended audience, and the date on which each document was written). This analysis of context may serve as a way for students to group documents, as they highlight similarities or differences in perspective among the documents.

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As part of the document-based question exercise, students will be asked to explain the need for an additional type of document(s) to answer the question more completely, and this may involve discussing what relevant points of view are missing from the set of documents. The explanation of at least one additional source must show the student's recognition of the limitation of the given documents and the reality of the types of sources available from the past.

Below is the generic scoring guide for the document-based question.

Generic Core-Scoring Guide for AP World History Document-Based Question

Basic Core: Competence	Points	Historical Thinking Skills Assessed
1. Has acceptable thesis.	1	➢ Argumentation ➢ Depending on the topic of the question: • Historical Causation • Comparison • Patterns of Continuity and Change Over Time
2. Addresses all of the documents and demonstrates understanding of all or all but one.	1	➢ Use of Historical Evidence
3. Supports thesis with appropriate evidence from all or all but one document. [Supports thesis with appropriate evidence from all but two documents.]	2 (1)	➢ Argumentation ➢ Depending on the topic of the question: • Historical Causation • Comparison • Patterns of Continuity and Change Over Time
4. Analyzes point of view in at least two documents.	1	➢ Use of Historical Evidence
5. Analyzes documents by grouping them in two or three ways, depending on the question.	1	➢ Argumentation ➢ Use of Historical Evidence ➢ Depending on the topic of the question: • Historical Causation • Comparison • Patterns of Continuity and Change Over Time
6. Identifies and explains the need for one type of appropriate additional document or source.	1	➢ Argumentation ➢ Use of Historical Evidence
Subtotal	7	Essay as a whole: Synthesis

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Expanded Core: Excellence	Points	Historical Thinking Skills Assessed
Expands beyond basic core of 1–7 points. A student must earn 7 points in the basic core area before earning points in the expanded core area. Examples: ➢ Has a clear, analytical, and comprehensive thesis. ➢ Shows careful and insightful analysis of the documents. ➢ Uses documents persuasively as evidence. ➢ Analyzes point of view in most or all documents. ➢ Analyzes the documents in additional ways — groupings, comparisons, syntheses. ➢ Brings in relevant "outside" historical content. ➢ Explains why additional types of document(s) or sources are needed.	0–2	➢ Same skills as noted in basic core ➢ Other historical thinking skills may be demonstrated depending on the question and the documents
Subtotal	2	
TOTAL	9	

Note that the sample document-based question below was administered on the 2010 AP World History Exam.

Directions: The following question is based on the accompanying Documents 1–5. (The documents have been edited for the purpose of this exercise.)

This question is designed to test your ability to work with and understand historical documents. Write an essay that:

- Has a relevant thesis and supports that thesis with evidence from the documents.
- Uses all of the documents.
- Analyzes the documents by grouping them in as many appropriate ways as possible. Does not simply summarize the documents individually.
- Takes into account the sources of the documents and analyzes the authors' points of view.
- Identifies and explains the need for at least one additional type of document.

You may refer to relevant historical information not mentioned in the documents.

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1. Using the following documents, analyze similarities and differences in the mechanization of the cotton industry in Japan and India in the period from the 1880s to the 1930s. Identify an additional type of document and explain how it would help your analysis of the mechanization of the cotton industry.

Alignment with Curriculum Framework		
Key Concept	**Theme**	**Skill**
5.1.I, II, VI (pages 61, 62, 65) 5.2.I (page 66) 5.4.II (page 72) 6.3.III (page 87)	Theme 4: Creation, Expansion, and Interaction of Economic Systems.	Comparison Use of Evidence Argumentation Synthesis

Document 1

Source: Data gathered by British colonial authorities

PRODUCTION OF COTTON YARN AND CLOTH IN INDIA

Year	Hand-Spun Yarn (millions of pounds)	Machine-Spun Yarn (millions of pounds)	Handwoven Cloth (millions of yards)	Machine-Made Cloth (millions of yards)
1884	150	151	1,000	238
1894	130	381	1,200	429
1904	110	532	1,286	545
1914	90	652	1,405	1,140

Document 2

Source: Data from the Japanese Imperial Cabinet Bureau of Statistics

PRODUCTION OF COTTON YARN IN JAPAN (both hand spun and machine spun)

Year	Millions of Pounds
1884	5
1894	117
1904	278
1914	666

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Document 3

Source: Two women recalling their girlhoods working in Japanese textile factories, circa 1900.

From morning, while it was still dark, we worked in the lamplit factory till ten at night. After work, we hardly had the strength to stand on our feet. When we worked later into the night, they occasionally gave us a yam. We then had to do our washing, fix our hair, and so on. By then it would be eleven o'clock. There was no heat even in the winter; we had to sleep huddled together to stay warm. We were not paid the first year. In the second year my parents got 35 yen,* and the following year 50 yen.

- - -

Soon after I went to work in the factory, my younger sister Aki came to work there too. I think she worked for about two years, and then took to her bed because of illness. At that time there were about thirty sick people at the factory. Those who clearly had lung troubles were sent home right away. Everyone feared tuberculosis and no one would come near such patients. Aki was also sent home, and died soon after. She was in her thirteenth year. Aki had come to the factory determined to become a 100-yen worker and make our mother happy. I can never forget her sad eyes as she left the factory sickly and pale.

*Japanese currency

Document 4

Source: Buddhist priest from a rural area of Japan from which many farm girls were sent to work in the mills, circa 1900.

The money that a factory girl earned was often more than a farmer's income for the entire year. For these rural families, the girls were an invaluable source of income. The poor peasants during this period had to turn over 60 percent of their crops to the landlord. Thus the poor peasants had only bits of rice mixed with weeds for food. The peasants' only salvation was the girls who went to work in the factories.

Document 5

Source: Tsurumi Shunsuke, Japanese industrialist, circa 1900.

Where do the cheap workers come from? They all come from farming communities. People from families that are working their own land, or are engaged in tenant farming but have surplus workers, come to the

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cities and the industrial centers to become factory workers. Income from the farms provides for the family needs and subsistence of the parents and siblings. The person who takes employment in the factory is an unattached component of the family. All he or she has to do is earn enough to maintain his or her own living. That is why the workers' wages are low. This shows how important a force agriculture continues to be for the development of our nation's commerce and industry.

Document 6

Source: Radhakamal Mukerjee, Indian economist, The Foundation of Indian Economics, 1916.

For the last few decades there has been a rapid decline of the handwoven cloth industry throughout the country on account of the competition of machine manufactures. Though many still wear clothing made from cloth woven on handlooms, large numbers of handloom weavers have been abandoning their looms.

The local textile industry owes its very existence, promotion, and growth to the enterprising spirit of native bankers and investors, who invest large capital as shareholders, investors, and financiers.

Document 7

Source: Data from "Industrialization and the Status of Women in Japan," dissertation, 1973.

PERCENTAGE OF FEMALE COTTON TEXTILE LABORERS
India and Japan, selected years

India		Japan	
Year	Percent (%)	Year	Percent (%)
1909	22.1	1920	80.0
1924	21.6	1925	80.6
1934	18.9	1930	80.6

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Document 8

Source: Photo from an official company history, Nichibo cotton mill, Japan, 1920s.

Document 9

Source: Report of the British Royal Commission of Labour in India, Calcutta, 1935.

Most of the workers in the cotton mills are recruited from among the small peasants and agricultural laborers of the villages, along with unemployed hand weavers. They live in small rented huts. The average worker remains in the same factory for less than two years. Wages are low, and there has been no significant change in wages over the last decades.

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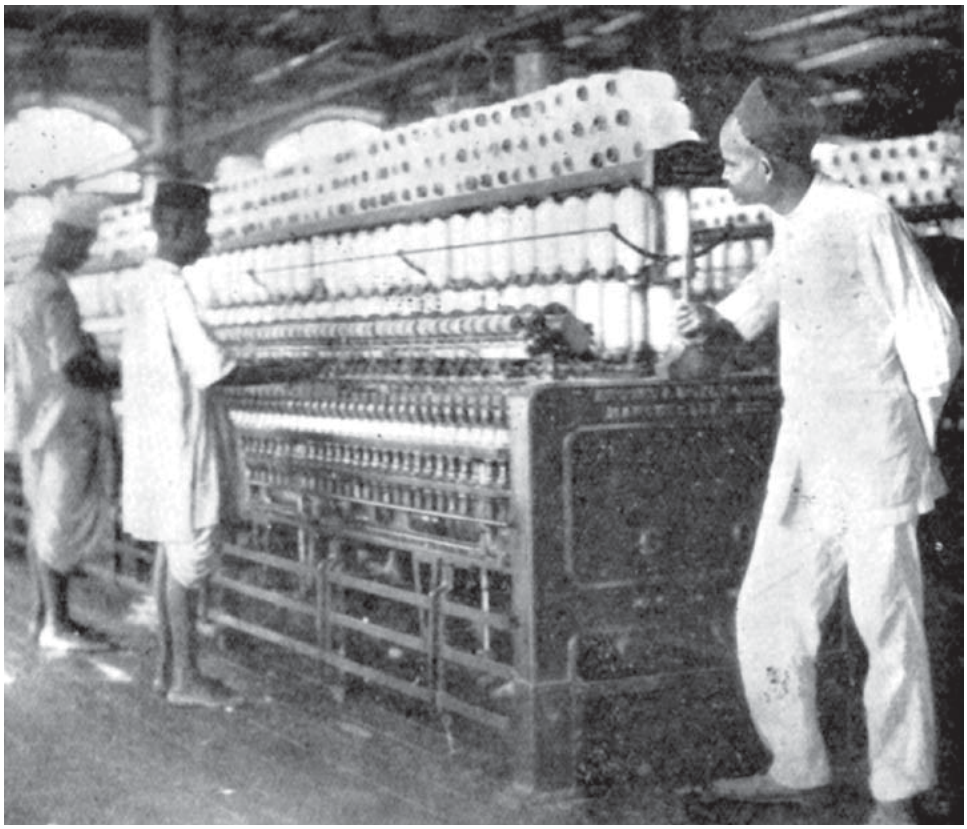
Document 10

Source: Arno S. Pearse, British official of the International Federation of Master Cotton Spinners' and Manufacturers' Associations. Photo from a report on Indian textile mills, 1935.



What Good Responses Should Include

A good response to this question would draw on all the documents to make relevant analyses and comparisons of the mechanization of the cotton industry in Japan and India. Because the central task in this particular document-based question is comparative and asks for both similarities and differences, acceptable thesis statements also need to be comparative, stating at least one similarity and at least one difference. Acceptable thesis statements also need to be explicit, not simply restatements of the question or vague statements such as "there were more similarities than differences." The central task in the document-based question changes from year to year, but acceptable thesis statements each year must reflect the question's central task.

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A good response would analyze the documents by making multiple groupings around coherent patterns of the characteristics of mechanization in Japan and India, both in terms of similarities and differences. A minimum of two documents, used appropriately, constitutes a group. Examples of such groupings include: the growth of mechanization in both areas; the dominance of female labor in Japan and male labor in India; peasant labor in both areas; rural–urban migrations in both areas; work by ex-handloom weavers in India; the harsh conditions of labor; low wages; the beneficial and negative consequences of mechanization. Several of the documents refer explicitly to change over time (Documents 1, 2, and 6), so that groupings may also involve the ability to recognize and describe patterns of change over time. A strong essay would use a single document as evidence for a variety of characteristics of the mechanization of the cotton industry and utilize the same document in multiple groupings. It would also create distinct subgroupings within overarching themes. For example, it would go beyond simply stating that working conditions were bad to make a distinction between physically dangerous conditions and low wages.

In terms of point of view, a good essay would correctly analyze point of view in at least two documents, explaining the reasons that an author might have the opinion that he or she did or indicating how a particular factor informs the author's point of view. It would link the position of the author to the expressed content of the document. For example, in Document 3, the two Japanese girls' personal experience as workers led them to emphasize poor working conditions in their recollection of factory life, while in Document 5, the Japanese industrialist's position as a factory owner could explain why he would justify paying low wages and would de-emphasize how important these wages are to rural families. A strong essay would provide a thoughtful analysis of point of view in most or all of the documents, including those in which this is more difficult to tease out. For example, it might note that Document 8 is a photograph from an official company history, so that it might be a posed photograph that presents factory conditions in a positive light. Or it might note that Document 1 is from British colonial authorities, who might have chosen to present statistics in a certain way or alternatively might not have been able really to know how much cotton thread or cloth was being made by hand in every village of India.

For the additional document, a good essay would both identify the document and explain how the document would contribute to the analysis. The most obvious perspective that is missing is that of an Indian worker. That of an Indian woman involved in textiles could also provide a relative comparison to her Japanese counterparts. A strong essay would identify more than one type of appropriate additional document, provide a

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sophisticated explanation of why this document is necessary, or weave the request for an additional document into the broader analysis. For example, it might ask for a document by a British missionary in India to allow a comparison with the Japanese Buddhist priest in Document 4, but note that the missionary might not be as sympathetic toward peasants or factory workers because he was not Indian and had less direct knowledge of actual conditions.

Although outside knowledge of the historical context beyond what is presented in the documents is not required for the basic core, a strong essay might bring this in to achieve the excellence required for the expanded core. For example, the essay might compare India's status as a colony with Japan's as an independent and imperial power, which can help explain why only one of the Indian sources actually comes from an Indian author, or it might note the government support for industrialization in Meiji Japan, which surely helps to explain the dramatic expansion of cotton production as presented in Source 2.

Part B: Continuity and Change-Over-Time Essay

This essay question deals specifically with analysis of continuities and changes over time and covers at least one of the periods in the concept outline. It can address, for example, any of the course themes, such as technology, trade, culture, migrations, or environment. There may also be some internal choice within the question, so that students are able to choose to draw their evidence from a case that they know better.

The continuity and change-over-time essay questions require students to demonstrate their mastery of this historical thinking skill. Moreover, students are expected to construct an argument that responds directly to the question; doing so should cause them to use several of the other historical thinking skills (argumentation, causation, contextualization, and synthesis).

The generic scoring guide for the continuity and change-over-time essay is shown below; following that, on the next two pages, are a sample continuity and change over time question, the directions that appear in the AP Exam booklet, and a discussion of "What Good Responses Should Include."

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Generic Core-Scoring Guide for AP World History Continuity and Change-Over-Time Essay

Basic Core: Competence	Points	Historical Thinking Skills Assessed
1. Has acceptable thesis. (Addresses the global issues and the time period(s) specified.)	1	➢ Argumentation ➢ Patterns of Continuity and Change Over Time
2. Addresses all parts of the question, though not necessarily evenly or thoroughly. [Addresses most parts of the question; for example, addresses change but not continuity.]	2 (1)	➢ Argumentation
3. Substantiates thesis with appropriate historical evidence. [Partially substantiates thesis with appropriate historical evidence.]	2 (1)	➢ Argumentation
4. Uses relevant world historical context effectively to explain continuity and change over time.	1	➢ Contextualization
5. Analyzes the process of continuity and change over time.	1	➢ Patterns of Continuity and Change Over Time ➢ Causation
Subtotal	7	Essay as a whole: Synthesis

Expanded Core: Excellence	Points	Historical Thinking Skills Assessed
Expands beyond basic core of 1–7 points. The basic score of 7 must be achieved before a student can earn expanded core points. Examples: ➢ Has a clear, analytical, and comprehensive thesis. ➢ Analyzes all issues of the question (as relevant): global context, chronology, causation, change, continuity, effects, content. ➢ Provides ample historical evidence to substantiate thesis. ➢ Provides links with relevant ideas, events, trends in an innovative way.	0–2	➢ Same skills as noted in basic core ➢ Other historical thinking skills may be demonstrated depending on the question
Subtotal	2	
TOTAL	9	

Note that the sample continuity and change-over-time essay below is slightly modified from the continuity and change-over-time essay on the 2010 AP World History Exam to make the topic of the question more closely align with the AP World History Curriculum Framework.

The time allotted for this essay is 40 minutes, 5 minutes of which should be spent planning and/or outlining the answer.

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Directions: You are to answer the following question. You should spend 5 minutes organizing or outlining your essay. Write an essay that:

- Has a relevant thesis and supports that thesis with appropriate historical evidence.
- Addresses all parts of the question.
- Uses world historical context to show continuities and changes over time.
- Analyzes the process of continuity and change over time.

2. Analyze continuities and changes in cultural beliefs and practices in ONE of the following regions from 1450 to the present.

- Sub-Saharan Africa
- Latin America/Caribbean

Alignment with Curriculum Framework		
Key Concept	**Theme**	**Skills for Basic Core Points**
4.1.VI, VII (page 54) 4.3.I.A, B (page 58) 5.1.I (page 61) 5.2.III (page 68) 5.3.I, II (pages 69 and 70) 5.4.III.B (page 74) 6.2.II, V (pages 78 and 82) 6.3.II-IV (pages 85, 87, and 88)	Theme 2: Development and Interaction of Cultures	Argumentation Contextualization Continuity and Change-Over-Time Causation Synthesis

What Good Responses Should Include

A good response analyzes continuities and changes in cultural beliefs and practices in one of the stipulated regions [Sub-Saharan Africa or Latin America/Caribbean]. "Cultural beliefs and practices" is understood very broadly in world history to include religion, philosophy, ideology, science and technology, education, the arts, literature, and architecture. Students do not have to address the entire region, but all examples they provide must fall within the stipulated region. Because the central task in this question calls for analysis of continuity and change, acceptable thesis statements need to address both, stating at least one continuity and at least one change. Acceptable thesis statements also need to be explicit, not simply restatements of the question or vague statements such as "there were more changes than continuities." They also need to be relevant to the time period, beginning in roughly 1450 and ending sometime in the post–World War II twentieth century.

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A good response provides analysis of valid continuities and changes in cultural beliefs and practices, supported by specific pieces of evidence from within the time period, which provide supporting examples of continuity or change. For example, in terms of continuities, students could point to the continuation of the practice of indigenous religions in either area and also to the continuation of the spread of Christianity in either area or of the spread of Islam in Africa; the ways in which migrants continued their cultures in new environments; the ways in which culture was used by all types of leaders to support political systems; the ways in which language, religion, and social customs provided a sense of identification. In terms of change, for the sixteenth and the seventeenth centuries, students could examine the development of syncretic forms of religion such as vodun or the cult of the saints, or the way in which the Spanish and Portuguese rulers of Latin America used art and architecture to legitimate their power. For the eighteenth and nineteenth centuries, they could discuss the spread of Enlightenment thought in Latin America and the consequences of this; the impact of new racial ideologies, such as Social Darwinism, in Africa; the development of millenarian ideas such as the Xhosa Cattle-Killing Movement; the spread of anti-imperial, nationalist, and communist ideology in either area. For the twentieth century, students could examine the spread of the idea of human rights; the formation of new cultural identities, such as negritude; the ways religion was applied to political issues, such as fundamentalist movements and Liberation Theology; the increasing globalization of consumer culture. Any of these examples would need to be tied into the process of change and continuity, as would any background information that students provide to set up their essays.

A good essay moves beyond a mechanistic "beginning, middle, and end" format and provides solid chronological knowledge across the entire time period. Further, students should think about including dates in their essay to demonstrate that they have the ability to describe with some precision when continuity and change happened. Solid historical analysis explains the reason for or the impact of a specific continuity or a particular change, and a good essay provides specific discussion of cause and impact. For example, the statement "Nationalism grew in Africa in the twentieth century" is a solid piece of evidence about change, but tying this to a cause or effect would generate this superior analysis: "Nationalism grew in Africa, which led to the overthrow of European empires."

An essay that effectively addresses world historical context might describe an extra-regional connection or a global process to explain continuity or change in cultural beliefs or practices. For this essay, students would need to focus on specific global links relative to the question, instead of focusing on a similar situation somewhere else in the world. For example, saying that "China and Brazil both had Jesuit missionaries" is a comparison, not a

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connection. Arguing that "European Jesuit missionaries were proselytizing in South America and winning converts. This happened in China as well" does, however, draw an extra-regional connection because the term European Jesuits provides a specific reference showing how European practices affected South American beliefs.

A strong essay would demonstrate greater nuance and sophistication, including the relationship between change and continuity. It might note, for example, that a change in the early part of the long period covered in this question became a continuity for the rest of the period: The introduction of Christianity was a change in Latin America/the Caribbean, but then Christianity's presence and expansion became a continuity. Similarly, nationalism developed as an ideology beginning in the eighteenth century, but it then became a continuity and has remained so through the present. A specific example of syncretism, such as vodun, could be introduced as a change when it first developed, but the process of the syncretism of different beliefs, ideas, or artistic forms is a continuity across the entire time period.

The best essays will be those that do all of this, engaging their own content knowledge with the specific framing of the question.

Part C: Comparative Essay

The comparative essay focuses on developments across at least two regions or societies. It relates to one of the five major themes in the course, such as state building, interactions between or among cultures, or economic systems. Comparative questions always require an analysis of the reasons for the identified similarities and differences. As in the previous continuity and change over time essay, students may have the opportunity to choose different cases for comparisons from among several options. And, also as in both of the previous essays, a variety of the historical thinking skills (such as argumentation, causation, and synthesis) are evaluated along with comparison.

The generic scoring guide for the comparative essay is below; following that, on the next two pages, are a sample comparative essay question, the directions that appear in the AP Exam booklet, and a discussion of "What Good Responses Should Include."

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Generic Core-Scoring Guide for AP World History Comparative Essay

Basic Core: Competence	Points	Historical Thinking Skills Assessed
1. Has acceptable thesis. (Addresses comparison of the issues or themes specified.)	1	➢ Argumentation ➢ Comparison
2. Addresses all parts of the question, though not necessarily evenly or thoroughly. [Addresses most parts of the question; for example, deals with differences but not similarities.]	2 (1)	➢ Argumentation
3. Substantiates thesis with appropriate historical evidence. [Partially substantiates thesis with appropriate historical evidence.]	2 (1)	➢ Argumentation
4. Makes at least one relevant, direct comparison between/among societies.	1	➢ Comparison
5. Analyzes at least one reason for a similarity or difference identified in a direct comparison.	1	➢ Comparison ➢ Causation
Subtotal	7	Essay as a whole: Synthesis

Expanded Core: Excellence	Points	Historical Thinking Skills Assessed
Expands beyond basic core of 1–7 points. The basic score of 7 must be achieved before a student can earn expanded core points. Examples: ➢ Has a clear, analytical, and comprehensive thesis. ➢ Analyzes all parts of the question thoroughly (as relevant): comparisons, chronology, causation, connections, themes, interactions, content. ➢ Provides ample historical evidence to substantiate thesis. ➢ Relates comparisons to larger global context. ➢ Makes several direct comparisons consistently between or among societies. ➢ Consistently analyzes the causes and effects of relevant similarities and differences.	0–2	➢ Same skills as noted in basic core ➢ Other historical thinking skills may be demonstrated depending on the question
Subtotal	2	
TOTAL	9	

Note that the sample comparative essay below is slightly modified from the comparative essay on the 2010 AP World History Exam to make the topic of the question more closely align with the AP World History Curriculum Framework.

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The time allotted for this essay is 40 minutes, 5 minutes of which should be spent planning and/or outlining the answer.

Directions: You are to answer the following question. You should spend 5 minutes organizing or outlining your essay. Write an essay that:

- Has a relevant thesis and supports that thesis with appropriate historical evidence.
- Addresses all parts of the question.
- Makes direct, relevant comparisons.
- Analyzes relevant reasons for similarities and differences.

3. Analyze similarities and differences in techniques of imperial administration in TWO of the following empires.

- Han China (206 B.C.E.–220 C.E.)
- Mauryan/Gupta India (320 B.C.E.–550 C.E.)
- Imperial Rome (31 B.C.E.–476 C.E.)

Alignment with Curriculum Framework		
Key Concept	**Theme**	**Skill**
2.1.II A , B, and D (page 32) 2.2 (page 34) 2.3.III B (page 39)	Theme 3: State-Building, Expansion, and Conflict	Argumentation Comparison Causation Synthesis

What Good Responses Should Include

A good response would analyze both similarities and differences in techniques of imperial administration in two of the stipulated empires [Han China (206 B.C.E. to 220 C.E.); Mauryan/Gupta India (320 B.C.E. to 550 C.E.), Imperial Rome (31 B.C.E. to 476 C.E.)].

Because the central task in this question is comparative and asks for both similarities and differences, acceptable thesis statements also need to be comparative, stating at least one similarity and at least one difference. Acceptable thesis statements also need to be explicit, not simply restatements of the question or vague statements such as "there were more similarities than differences." They also need to be relevant to the time period.

A good response provides valid similarities and differences, substantiated by specific pieces of evidence from within the time period. Important similarities include centralized governments, elaborate legal systems,

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administrative bureaucracies, the promotion of trade and food production, road-building, larger armies, and expanded systems of taxation. Important distinctions include: For Han China: a bureaucracy selected through a civil service examination; Confucian ideology about hierarchies; the idea of the Mandate of Heaven; regular diplomacy with peoples beyond their borders. For Rome: a uniform legal code; the promotion of a ruler cult, and later of Christianity; great concern with control of ocean-borne trade that brought in food. For India: the Mauryan emperor Ashoka's acceptance of Buddhism, which enhanced his position; public welfare projects paid for by the emperor; the more decentralized government of the Guptas. Good essays do not include evidence that is outside the time period or any of the stipulated empires, for example, discussion of the Roman Republic, Qin dynasty, Genghis Khan, Mansa Musa, or Akbar.

A good response could include information on technology, military history, religion, gender, disease, or other topics, but then needs to tie these to techniques of imperial administration, not simply discuss everything the student knows about the empires. For example, a good essay would say, "Both the Maurya/Gupta and the Romans used their armies to maintain control within their borders and to attack neighboring states." The statement "Both the Maurya/Gupta and the Romans had large armies and expanded their borders," while true, does not relate these developments to the topic of the question, techniques of imperial administration. Students should be told to make their connections clear, because readers will not infer that a particular essay demonstrates content knowledge that is not present in the plain language of the student response.

Students should be discouraged from constructing comparison questions by discussing one region as a block and then the other region as a block, loosely linked by a transitional sentence. That sentence might be the only comparison in the student's response, and if it is incorrect, the student is unable to earn any points for comparison, analysis, or addressing the question. Students should be discouraged from writing to a pre-existing format such as political, economic, social/cultural or PERSIA (Political, Economic, Religious, Social, Intellectual, Artistic). Students need to respond to the question asked — which, in this case, is political.

A good response provides analysis and uses this analysis as an explanation of a reason for a similarity or difference between techniques of imperial administration for the two empires. It thus links the historical thinking skills of comparison and causation, and does not simply provide a discussion of causation that involves only one of the empires. For example, a discussion of why the Roman Empire fell that does not link or compare this to why the other chosen empire fell is not appropriate analysis for this question.

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A strong essay would go beyond the minimum on any of the core points. It could relate the techniques of imperial administration to larger global processes or apply relevant knowledge of other world regions, such as noting the ways in which invasions by pastoral nomads from central Asia put pressure on the administration of each of the three empires. It could consistently analyze cause and effect for the noted similarities and differences, such as pointing out that the religious toleration of both the Gupta emperors and (most of) the Roman emperors promoted loyalty to the empire and with it more regular payment of taxes. It could recognize nuance within empires, for example by pointing out that the techniques of Roman imperial administration were different in the city of Rome from those in the outlying provinces. It could discuss change over time, for example by discussing changing methods of imperial administration as the empires began to decline because of epidemic diseases, environmental damage, and external problems.

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