

AP WORLD HISTORY

UNIT 1

The Global Tapestry

c. 1200 to c. 1450



8–10%

AP EXAM WEIGHTING



~10–13

CLASS PERIODS

The AP icon consists of the letters 'AP' in a bold, black, sans-serif font, centered within a white square. This square is set against a light blue circular background that has a subtle gradient and a thin white border.

Remember to go to [AP Classroom](#) to assign students the online **Personal Progress Check** for this unit.

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

Personal Progress Check 1

Multiple-choice: ~15 questions

Short-answer: 2 questions

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

Free-response: 1 question

- Long essay (partial)

UNIT
1

8–10% AP EXAM WEIGHTING

~10–13 CLASS PERIODS

The Global Tapestry


c. 1200 to c. 1450

UNIT AT A GLANCE

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

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UNIT AT A GLANCE *(cont'd)*

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

SAMPLE INSTRUCTIONAL ACTIVITIES

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

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



Unit Planning Notes

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

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SUGGESTED SKILL

 Contextualization

4.A

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

TOPIC 1.1

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

Required Course Content

THEMATIC FOCUS

Governance **GOV**

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

LEARNING OBJECTIVE

Unit 1: Learning Objective A

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

HISTORICAL DEVELOPMENTS

KC-3.2.I.A

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

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THEMATIC FOCUS

Cultural Developments and Interactions **CDI**

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

LEARNING OBJECTIVE

Unit 1: Learning Objective B

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

HISTORICAL DEVELOPMENTS

KC-3.1.III.D.i

Chinese cultural traditions continued, and they influenced neighboring regions.

KC-3.1.III.D.ii

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

THEMATIC FOCUS

Economics Systems **ECN**

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

LEARNING OBJECTIVE

Unit 1: Learning Objective C

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

HISTORICAL DEVELOPMENTS

KC-3.3.III.A.i

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

KC-3.1.I.D

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

ILLUSTRATIVE EXAMPLES

Cultural traditions:

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


Branches of Buddhism:

- Theravada
- Mahayana
- Tibetan

Technological innovations:

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

SUGGESTED SKILL

 *Developments and Processes*

1.A

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



ILLUSTRATIVE EXAMPLES

New Islamic political entities:

- Seljuk Empire
- Mamluk sultanate of Egypt
- Delhi sultanates

TOPIC 1.2

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

Required Course Content

THEMATIC FOCUS

Cultural Developments and Interactions **CDI**

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

LEARNING OBJECTIVE

Unit 1: Learning Objective D

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

HISTORICAL DEVELOPMENTS

KC-3.1.III.D.iii

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

THEMATIC FOCUS

Governance **GOV**

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

LEARNING OBJECTIVE

Unit 1: Learning Objective E

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

HISTORICAL DEVELOPMENTS

KC-3.2.I

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

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LEARNING OBJECTIVE

Unit 1: Learning Objective E

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

HISTORICAL DEVELOPMENTS

KC-3.1.III.A

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

THEMATIC FOCUS

Technology and Innovation **TEC**

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

LEARNING OBJECTIVE

Unit 1: Learning Objective F

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

HISTORICAL DEVELOPMENTS

KC-3.2.II.A.i

Muslim states and empires encouraged significant intellectual innovations and transfers.

ILLUSTRATIVE EXAMPLES (CONT'D)


Innovations:

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

Transfers:

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

SUGGESTED SKILL

 *Claims and Evidence in Sources*

3.A

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



ILLUSTRATIVE EXAMPLES

Beliefs and practices:

- Bhakti movement
- Sufism
- Buddhist monasticism

Hindu/Buddhist states:

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

TOPIC 1.3

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

Required Course Content

THEMATIC FOCUS

Cultural Developments and Interactions **CDI**

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

LEARNING OBJECTIVE

Unit 1: Learning Objective G

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

HISTORICAL DEVELOPMENTS

KC-3.1.III.D.iv

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

THEMATIC FOCUS

Governance **GOV**

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

LEARNING OBJECTIVE

Unit 1: Learning Objective H

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

HISTORICAL DEVELOPMENTS

KC-3.2.I.B.i

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

TOPIC 1.4

State Building in the Americas

Required Course Content

THEMATIC FOCUS

Governance **GOV**

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

LEARNING OBJECTIVE

Unit 1: Learning Objective I


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

HISTORICAL DEVELOPMENTS

KC-3.2.I.D.i

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

SUGGESTED SKILL

 *Claims and Evidence in Sources*

3.B

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




ILLUSTRATIVE EXAMPLES

State systems in the Americas:

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

SUGGESTED SKILL

 *Developments and Processes*

1.B

Explain a historical concept, development, or process.



ILLUSTRATIVE EXAMPLES

State systems in Africa:

- Great Zimbabwe
- Ethiopia
- Hausa kingdoms

TOPIC 1.5

State Building in Africa

Required Course Content

THEMATIC FOCUS

Governance **GOV**

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

LEARNING OBJECTIVE

Unit 1: Learning Objective J

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

HISTORICAL DEVELOPMENTS

KC-3.2.I.D.ii

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

TOPIC 1.6

Developments in Europe from c. 1200 to c. 1450

SUGGESTED SKILL

 *Developments and Processes*

1.A

Identify a historical concept, development, or process.

Required Course Content

THEMATIC FOCUS

Cultural Developments and Interactions **CDI**

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

LEARNING OBJECTIVE

Unit 1: Learning Objective K

Explain how the beliefs and practices of the predominant religions in Europe affected European society.

HISTORICAL DEVELOPMENTS

KC-3.1.III.D.v

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

THEMATIC FOCUS

Governance **GOV**

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

LEARNING OBJECTIVE

Unit 1: Learning Objective L

Explain the causes and consequences of political decentralization in Europe from c. 1200 to c. 1450.

HISTORICAL DEVELOPMENTS

KC-3.2.I.B.ii

Europe was politically fragmented and characterized by decentralized monarchies, feudalism, and the manorial system.

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THEMATIC FOCUS**Social Interactions and Organization** SIO

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

LEARNING OBJECTIVE**Unit 1: Learning Objective M**

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

HISTORICAL DEVELOPMENTS**KC-3.3.III.C**

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

TOPIC 1.7

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

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

Required Course Content

LEARNING OBJECTIVE

Unit 1: Learning Objective N

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

REVIEW: UNIT 1 KEY CONCEPTS

KC-3.2

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

KC-3.2.I

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

KC-3.2.I.A

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

KC-3.2.I.B.i

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

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SUGGESTED SKILL Argumentation**6.A**

Make a historically defensible claim.

LEARNING OBJECTIVE**Unit 1: Learning Objective N**

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

REVIEW: UNIT 1 KEY CONCEPTS**KC-3.2.I.D.i**

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

KC-3.2.I.D.ii

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

AP WORLD HISTORY

UNIT 2

Networks of Exchange

c. 1200 to c. 1450



8–10%
AP EXAM WEIGHTING



~10–13
CLASS PERIODS

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Personal Progress Check 2

Multiple-choice: ~15 questions

Short-answer: 2 questions

- Primary source
- Primary source

Free-response: 1 question

- Long essay (partial)

Networks of Exchange


c. 1200 to c. 1450

UNIT AT A GLANCE

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

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UNIT AT A GLANCE *(cont'd)*

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods
ENV	2.6 Environmental Consequences of Connectivity	Causation	5.A Identify patterns among or connections between historical developments and processes.	~10–13 CLASS PERIODS
	2.7 Comparison of Economic Exchange	Comparison	6.B Support an argument using specific and relevant evidence. <ul style="list-style-type: none"> ▪ Describe specific examples of historically relevant evidence. ▪ Explain how specific examples of historically relevant evidence support an argument. 	
	 Go to AP Classroom to assign the Personal Progress Check for Unit 2. Review the results in class to identify and address any student misunderstandings.			

SAMPLE INSTRUCTIONAL ACTIVITIES

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Activity	Topic	Sample Activity
1	2.1	<p>Match Claims and Evidence</p> <p>Explain to students that context is like the set for a play; it does not tell the story, but it does make the story easier to understand. Provide students with the following claim and list of developments. The developments could serve as either evidence or context related to the given claim.</p> <ul style="list-style-type: none"> ▪ Claim: Improved commercial practices and technology led to an increased volume of trade on the Silk Road. ▪ List: Caravanserai, Song Dynasty, credit, money, porcelain, Islam, Abbasid Caliphate, textiles <p>Ask students to discuss which of the five items in the list best serve as evidence to support the given claim and which three items provide helpful context for understanding the claim.</p>
2	2.2	<p>Graphic Organizer</p> <p>Ask students to use their textbooks to create a flow chart that identifies and describes the political, economic, and cultural changes that occurred in Eurasia as a result of the Mongol Empire.</p>
3	2.5	<p>Shared Inquiry</p> <p>Assign a short excerpt, edited to be appropriate for the classroom, from <i>On the Tatars</i> by the Arab historian Ibn al-Athir (1220–1221 CE). Ask students to answer and discuss the following questions:</p> <ul style="list-style-type: none"> ▪ What was the historical situation when this was written? ▪ What do you think was the author’s point of view? Was he an ally of the Tatars, a neutral observer, or something else? ▪ What do you think was the author’s purpose? Was he promoting the Tatars, condemning them, giving them advice, or something else? ▪ Who do you think was the author’s audience? His neighbors, the Tatar ruler, or someone else?
4	2.7	<p>Think-Pair-Share</p> <p>Ask students to list evidence that supports the claim made by the essential knowledge statement in Topic 2.7. Have students share and refine their list with a partner. Ask several students to share their evidence with the class. Model how this evidence can be used to support the claim.</p>

SUGGESTED SKILL

 Contextualization

4.A

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



ILLUSTRATIVE EXAMPLES

Trading cities:

- Kashgar
- Samarkand

New forms of credit and money economies:

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

TOPIC 2.1

The Silk Roads

Required Course Content

THEMATIC FOCUS

Economics Systems **ECN**

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

LEARNING OBJECTIVE

Unit 2: Learning Objective A

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

HISTORICAL DEVELOPMENTS

KC-3.1.I.A.i

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

KC-3.1.I.C.i

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

KC-3.3.I.B

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

TOPIC 2.2

The Mongol Empire and the Making of the Modern World

SUGGESTED SKILL

 *Making Connections*

5.A

Identify patterns among or connections between historical developments and processes.

Required Course Content

THEMATIC FOCUS

Governance **GOV**

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

LEARNING OBJECTIVE

Unit 2: Learning Objective B

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

HISTORICAL DEVELOPMENTS

KC-3.2.I.B.iii

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

THEMATIC FOCUS

Economics Systems **ECN**

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

LEARNING OBJECTIVE

Unit 2: Learning Objective C

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

HISTORICAL DEVELOPMENTS

KC-3.1.I.E.i

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

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**ILLUSTRATIVE EXAMPLES
(CONT'D)**

Technological and cultural transfers:

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

THEMATIC FOCUS**Cultural Developments and Interactions** **CDI**

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

LEARNING OBJECTIVE**Unit 2: Learning Objective D**

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

HISTORICAL DEVELOPMENTS**KC-3.2.II.A.ii**

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

TOPIC 2.3

Exchange in the Indian Ocean

SUGGESTED SKILL

 *Making Connections*

5.A

Identify patterns among or connections between historical developments and processes.



ILLUSTRATIVE EXAMPLES

Growth of states:

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

Required Course Content

THEMATIC FOCUS

Economics Systems **ECN**

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

LEARNING OBJECTIVE

Unit 2: Learning Objective E

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

HISTORICAL DEVELOPMENTS

KC-3.1.I.A.ii

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

KC-3.1.I.C.ii

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

KC-3.1.I.A.iii

The Indian Ocean trading network fostered the growth of states.

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**ILLUSTRATIVE EXAMPLES
(CONT'D)**

Diasporic communities:

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

THEMATIC FOCUS

Cultural Developments and Interactions **CDI**

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

LEARNING OBJECTIVE

Unit 2: Learning Objective F

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

HISTORICAL DEVELOPMENTS

KC-3.1.III.B

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

KC-3.2.II.A.iii

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

THEMATIC FOCUS

Humans and the Environments **ENV**

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

LEARNING OBJECTIVE

Unit 2: Learning Objective G

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

HISTORICAL DEVELOPMENTS

KC-3.1.II.A.i

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

TOPIC 2.4

Trans-Saharan Trade Routes

SUGGESTED SKILL

 *Developments and Processes*

1.B

Explain a historical concept, development, or process.



ILLUSTRATIVE EXAMPLES

Technologies encouraging interregional trade:

- Camel saddle
- Caravans

Required Course Content

THEMATIC FOCUS

Technology and Innovation **TEC**

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

LEARNING OBJECTIVE

Unit 2: Learning Objective H

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

HISTORICAL DIFFERENCES

KC-3.1.II.A.ii

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

KC-3.1.I.A.iv

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

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THEMATIC FOCUS**Governance** GOV

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

LEARNING OBJECTIVE**Unit 2: Learning Objective I**

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

HISTORICAL DEVELOPMENTS**KC-3.1.I.E.ii**

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

TOPIC 2.5

Cultural Consequences of Connectivity

SUGGESTED SKILL

 *Sourcing and Situation*

2.A

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



ILLUSTRATIVE EXAMPLES

Diffusion of cultural traditions:

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

Diffusion of scientific or technological innovations:

- Gunpowder from China
- Paper from China

Travelers:

- Ibn Battuta
- Margery Kempe
- Marco Polo

Required Course Content

THEMATIC FOCUS

Cultural Developments and Interactions **CDI**

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

LEARNING OBJECTIVE

Unit 2: Learning Objective J

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

HISTORICAL DEVELOPMENTS

KC-3.1.III.D

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

KC-3.3.II

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

KC-3.1.III.C

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

SUGGESTED SKILL *Making Connections***5.A**

Identify patterns among or connections between historical developments and processes.

**ILLUSTRATIVE EXAMPLES**

Diffusion of crops:

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

TOPIC 2.6

Environmental Consequences of Connectivity

Required Course Content

THEMATIC FOCUS**Humans and the Environments** **ENV**

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

LEARNING OBJECTIVE**Unit 2: Learning Objective K**

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

HISTORICAL DEVELOPMENTS**KC-3.1.IV**

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

TOPIC 2.7

Comparison of Economic Exchange

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

Required Course Content

LEARNING OBJECTIVE

Unit 2: Learning Objective L

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

REVIEW: UNIT 2 KEY CONCEPTS

KC-3.1

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

KC-3.1.1.A.i

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

KC-3.1.1.C.i

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

KC-3.3

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

KC-3.3.1.B

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

SUGGESTED SKILL *Argumentation***6.B**

Support an argument using specific and relevant evidence.

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

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AP WORLD HISTORY

UNIT 3

Land-Based Empires

c. 1450 to c. 1750



12–15%
AP EXAM WEIGHTING



~8–11
CLASS PERIODS

The AP icon consists of the letters 'AP' in a bold, black, sans-serif font, centered within a white square. This square is set against a light blue circular background that has a subtle gradient and a thin white border.

Remember to go to [AP Classroom](#) to assign students the online **Personal Progress Check** for this unit.

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

Personal Progress Check 3

Multiple-choice: ~10 questions

Short-answer: 2 questions

- Primary source
- Primary source


Free-response: 1 question

- Long essay (partial)

Land-Based Empires

c. 1450 to c. 1750

UNIT AT A GLANCE

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods
GOV	3.1 Empires Expand	Causation	1.B Explain a historical concept, development, or process.	~8–11 CLASS PERIODS
	3.2 Empires: Administration	Comparison	4.A Identify and describe a historical context for a specific historical development or process.	
CDI	3.3 Empires: Belief Systems	Continuity and Change	2.B Explain the point of view, purpose, historical situation, and/or audience of a source.	
	3.4 Comparison in Land-Based Empires	Comparison	6.B Support an argument using specific and relevant evidence. <ul style="list-style-type: none"> Describe specific examples of historically relevant evidence. Explain how specific examples of historically relevant evidence support an argument. 	
 Go to AP Classroom to assign the Personal Progress Check for Unit 3. Review the results in class to identify and address any student misunderstandings.				

SAMPLE INSTRUCTIONAL ACTIVITIES

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

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



Unit Planning Notes

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


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TOPIC 3.1

Empires Expand

SUGGESTED SKILL

 *Developments and Processes*

1.B

Explain a historical concept, development, or process.

**ILLUSTRATIVE EXAMPLES**

State rivalries:

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

Required Course Content

THEMATIC FOCUS**Governance** **GOV**

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

LEARNING OBJECTIVE**Unit 3: Learning Objective A**

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

HISTORICAL DEVELOPMENTS**KC-4.3.II**

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

KC-4.3.II.B

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

KC-4.3.III.i

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

SUGGESTED SKILL Contextualization**4.A**

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

**ILLUSTRATIVE EXAMPLES**

Bureaucratic elites or military professionals:

- Ottoman devshirme
- Salaried samurai

Religious ideas:

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

Art and monumental architecture:

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

Tax-collection systems:

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

TOPIC 3.2**Empires:
Administration****Required Course Content****THEMATIC FOCUS****Governance** **GOV**

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

LEARNING OBJECTIVE**Unit 3: Learning Objective B**

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

HISTORICAL DEVELOPMENTS**KC-4.3.I.C**

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

KC-4.3.I.A

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

KC-4.3.I.D

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

TOPIC 3.3

**Empires:
Belief Systems**

SUGGESTED SKILL

 *Sourcing and Situation*
2.B

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

Required Course Content**THEMATIC FOCUS****Cultural Developments and Interactions **CDI****

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

LEARNING OBJECTIVE**Unit 3: Learning Objective C**

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

HISTORICAL DEVELOPMENTS**KC-4.1.VI.i**

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

KC-4.1.VI.ii

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

KC-4.1.VI.iii

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

SUGGESTED SKILL

 Argumentation

6.B

Support an argument using specific and relevant evidence.

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

TOPIC 3.4

Comparison in Land-Based Empires

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

Required Course Content

LEARNING OBJECTIVE

Unit 3: Learning Objective D

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

REVIEW: UNIT 3 KEY CONCEPTS

KC-4.1

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

KC-4.1.VI

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

KC-4.3

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

KC-4.3.II

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

KC-4.3.II.B

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

KC-4.3.III.i

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

AP WORLD HISTORY

UNIT 4

Transoceanic Interconnections

c. 1450 to c. 1750



12–15%

AP EXAM WEIGHTING



~22–25

CLASS PERIODS

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Personal Progress Check 4

Multiple-choice: ~15 questions

Short-answer: 2 questions

- Primary source
- Secondary source

Free-response: 1 question

- Long essay (partial)

Transoceanic Interconnections


c. 1450 to c. 1750

UNIT AT A GLANCE

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

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UNIT AT A GLANCE *(cont'd)*

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

SAMPLE INSTRUCTIONAL ACTIVITIES

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

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



Unit Planning Notes

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

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SUGGESTED SKILL Contextualization**4.A**

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

**ILLUSTRATIVE EXAMPLES**

Innovations in ship design:

- Caravel
- Carrack
- Fluyt

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

- Lateen sail
- Compass
- Astronomical charts

TOPIC 4.1**Technological Innovations from 1450 to 1750****Required Course Content****THEMATIC FOCUS****Technology and Innovation** **TEC**

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

LEARNING OBJECTIVE**Unit 4: Learning Objective A**

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

HISTORICAL DEVELOPMENTS**KC-4.1.II**

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

KC-4.1.II.A

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

TOPIC 4.2

Exploration: Causes and Events from 1450 to 1750

SUGGESTED SKILL

 *Making Connections*

5.B

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

Required Course Content

THEMATIC FOCUS

Governance **GOV**

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

LEARNING OBJECTIVE

Unit 4: Learning Objective B

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

HISTORICAL DEVELOPMENTS

KC-4.1.III

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

THEMATIC FOCUS

Economics Systems **ECN**

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

LEARNING OBJECTIVE

Unit 4: Learning Objective C

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

HISTORICAL DEVELOPMENTS

KC-4.1.III.A

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

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LEARNING OBJECTIVE**Unit 4: Learning Objective C**

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

HISTORICAL DEVELOPMENTS**KC-4.1.III.B**

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


KC-4.1.III.C

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

TOPIC 4.3

Columbian Exchange

SUGGESTED SKILL

 *Claims and Evidence in Sources*

3.B

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

Required Course Content

THEMATIC FOCUS

Humans and the Environments **ENV**

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

LEARNING OBJECTIVE

Unit 4: Learning Objective D

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

HISTORICAL DEVELOPMENTS

KC-4.1.V

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

KC-4.1.V.A

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

KC-4.1.V.B

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

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**ILLUSTRATIVE EXAMPLES**

Domesticated animals:

- Horses
- Pigs
- Cattle

Foods brought by African slaves:

- Okra
- Rice

LEARNING OBJECTIVE**Unit 4: Learning Objective D**

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

HISTORICAL DEVELOPMENTS**KC-4.1.V.C**

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

KC-4.1.V.D

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

TOPIC 4.4

Maritime Empires Established

SUGGESTED SKILL

 *Sourcing and Situation*

2.A

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

**ILLUSTRATIVE EXAMPLES**

Asian states that adopted restrictive or isolationist trade policies:

- Ming China
- Tokugawa Japan

Required Course Content

THEMATIC FOCUS**Governance** **GOV**

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

LEARNING OBJECTIVE**Unit 4: Learning Objective E**

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

HISTORICAL DEVELOPMENTS**KC-4.3.II.A.i**

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

KC-4.3.II.C

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

KC-4.3.II.A.ii

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

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**ILLUSTRATIVE EXAMPLES
(CONT'D)**

Indian Ocean Asian
merchants:

- Swahili Arabs
- Omanis
- Gujaratis
- Javanese

THEMATIC FOCUS**Economics Systems** **ECN**

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

LEARNING OBJECTIVE**Unit 4: Learning Objective F**

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

HISTORICAL DEVELOPMENTS**KC-4.3.II.A.iii**

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

KC-4.2.II.D

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

THEMATIC FOCUS**Social Interactions and Organization** **SIO**

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

LEARNING OBJECTIVE**Unit 4: Learning Objective G**

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

HISTORICAL DEVELOPMENTS**KC-4.2.II.B**

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

KC-4.2.II.C

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

TOPIC 4.5

Maritime Empires Maintained and Developed

Required Course Content

THEMATIC FOCUS

Governance **GOV**

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

LEARNING OBJECTIVE

Unit 4: Learning Objective H

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

HISTORICAL DEVELOPMENTS


KC-4.1.IV.C

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

KC-4.3.III.ii

Economic disputes led to rivalries and conflict between states.

SUGGESTED SKILL

 *Claims and Evidence in Sources*

3.A

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



AVAILABLE RESOURCE

- Professional Development > [Teaching and Assessing Module—Contextualization in Period 4](#)

ILLUSTRATIVE EXAMPLES

Competition over trade routes:

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

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ILLUSTRATIVE EXAMPLES
(CONT'D)

Increased peasant and artisan labor:

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

THEMATIC FOCUS

Economics Systems **ECN**

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

LEARNING OBJECTIVE

Unit 4: Learning Objective I

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

HISTORICAL DEVELOPMENTS

KC-4.1.IV.D.i

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

KC-4.1.IV

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

KC-4.2.II.A

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

THEMATIC FOCUS

Social Interactions and Organization **SIO**

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

LEARNING OBJECTIVE

Unit 4: Learning Objective J

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

HISTORICAL DEVELOPMENTS

KC-4.2.III.C

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

KC-4.1.IV.D.ii

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

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THEMATIC FOCUS

Cultural Developments and Interactions **CDI**

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

LEARNING OBJECTIVE

Unit 4: Learning Objective K

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

HISTORICAL DEVELOPMENTS

KC-4.1.VI

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

SUGGESTED SKILL

 Contextualization

4.B

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



ILLUSTRATIVE EXAMPLES

Local resistance:

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

Slave resistance:

- The establishment of Maroon societies in the Caribbean and Brazil
- North American slave resistance

TOPIC 4.6

Internal and External Challenges to State Power from 1450 to 1750

Required Course Content

THEMATIC FOCUS

Governance **GOV**

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

LEARNING OBJECTIVE

Unit 4: Learning Objective L

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

HISTORICAL DEVELOPMENTS

KC-4.3.III.iii

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

KC-5.3.III.C

Slave resistance challenged existing authorities in the Americas.

TOPIC 4.7

Changing Social Hierarchies from 1450 to 1750

Required Course Content

THEMATIC FOCUS

Social Interactions and Organization **SIO**

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

LEARNING OBJECTIVE

Unit 4: Learning Objective M

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

HISTORICAL DEVELOPMENTS

KC-4.3.I.B

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


KC-4.2.III.A

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

KC-4.2.III.B

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

SUGGESTED SKILL

 *Claims and Evidence in Sources*

3.D

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



ILLUSTRATIVE EXAMPLES

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

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

Existing elites:

- Ottoman timars
- Russian boyars
- European nobility

SUGGESTED SKILL

 Argumentation

6.C

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

TOPIC 4.8

Continuity and Change from 1450 to 1750

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

Required Course Content

LEARNING OBJECTIVE

Unit 4: Learning Objective N

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

REVIEW: UNIT 4 KEY CONCEPTS

KC-4.1

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

KC-4.1.II

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

KC-4.1.II.A

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

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LEARNING OBJECTIVE

Unit 4: Learning Objective N

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

REVIEW: UNIT 4 KEY CONCEPTS

KC-4.2

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

KC-4.2.II

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

KC-4.3

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

KC-4.3.III.ii

Economic disputes led to rivalries and conflict between states.

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AP WORLD HISTORY

UNIT 5

Revolutions

c. 1750 to c. 1900



12–15%
AP EXAM WEIGHTING



~20–23
CLASS PERIODS

The icon consists of the letters 'AP' in a bold, black, sans-serif font, centered within a white square. This square is itself centered within a larger white circle. The entire graphic is set against a light blue background.

Remember to go to [AP Classroom](#) to assign students the online **Personal Progress Check** for this unit.

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

Personal Progress Check 5

Multiple-choice: ~25 questions

Short-answer: 2 questions

- Secondary source
- No source

Free-response: 2 questions

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

Revolutions


c. 1750 to c. 1900

UNIT AT A GLANCE

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

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UNIT AT A GLANCE *(cont'd)*

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

SAMPLE INSTRUCTIONAL ACTIVITIES

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

Activity	Topic	Sample Activity
1	5.2	<p>Socratic Seminar</p> <p>Assign students excerpts from the Declaration of Independence, the “Declaration of the Rights of Man and of the Citizen,” and the “Letter from Jamaica.”</p> <p>Place students in groups of about eight and have them discuss the following questions:</p> <ul style="list-style-type: none"> ▪ How does historical context help us understand these documents? ▪ How are the authors’ arguments similar? Why? ▪ How are the authors’ arguments different? Why? ▪ To what extent do you think these documents affected the course of human history?
2	5.5	<p>Debate</p> <p>Place students into groups of five. Assign each student a technology from this topic and provide them a reading about it. Present students with this scenario:</p> <p>Imagine you are on the writing staff of <i>Scientific American</i> magazine. Your team is going to write an article entitled “Five Technologies that Changed the World.” The steam engine, railroad, internal combustion engine, steamship, and telegraph will be the featured technologies; your job is to decide how to rank them. After reading about your assigned technology, engage in a debate with your group about each technology’s relative importance. As a group, rank them from most important to least and write a few paragraphs justifying your decision.</p>
3	5.8	<p>Critique Reasoning</p> <p>In groups of three, assign the descriptions of Manchester from Friedrich Engels’s <i>The Condition of the Working-Class in England in 1844</i> and the preface to the Wheelan and Co. business directory, 1852. Ask students to discuss the differences in the descriptions; how the point of view, purpose, and intended audience of the authors might explain the differences; and which description they believe is the most accurate and why.</p>




Unit Planning Notes

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

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SUGGESTED SKILL

 *Claims and Evidence in Sources*

3.A

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

TOPIC 5.1

The Enlightenment

Required Course Content

THEMATIC FOCUS

Cultural Developments and Interactions **CDI**

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

LEARNING OBJECTIVE

Unit 5: Learning Objective A

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

HISTORICAL DEVELOPMENTS

KC-5.3.I.A

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

KC-5.3.I

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

KC-5.3.II.i

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

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THEMATIC FOCUS

Social Interactions and Organization **SIO**

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

LEARNING OBJECTIVE

Unit 5: Learning Objective B

Explain how the Enlightenment affected societies over time.

HISTORICAL DEVELOPMENTS

KC-5.3.I.C

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

KC-5.3.IV.B

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




ILLUSTRATIVE EXAMPLES

Demands:

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

SUGGESTED SKILL

 *Claims and Evidence in Sources***3.C**

Compare the arguments or main ideas of two sources.

TOPIC 5.2

Nationalism and Revolutions in the Period from 1750 to 1900

Required Course Content

THEMATIC FOCUS**Governance** **GOV**

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

LEARNING OBJECTIVE**Unit 5: Learning Objective C**

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

HISTORICAL DEVELOPMENTS**KC-5.3.II.ii**

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

KC-5.3

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

KC-5.3.IV.A.i

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

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LEARNING OBJECTIVE

Unit 5: Learning Objective C

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

HISTORICAL DEVELOPMENTS

KC-5.3.III.B

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

KC-5.3.I.B

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

KC-5.3.II.iii

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




ILLUSTRATIVE EXAMPLES

Call for national unification or liberation:

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

SUGGESTED SKILL

 *Developments and Processes*

1.B

Explain a historical concept, development, or process.

TOPIC 5.3

Industrial Revolution Begins

Required Course Content

THEMATIC FOCUS

Humans and the Environments **ENV**

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

LEARNING OBJECTIVE

Unit 5: Learning Objective D

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

HISTORICAL DEVELOPMENTS

KC-5.1.I.A

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

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

KC-5.1.I.C

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

TOPIC 5.4

Industrialization Spreads in the Period from 1750 to 1900

Required Course Content

THEMATIC FOCUS

Technology and Innovation **TEC**

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

LEARNING OBJECTIVE

Unit 5: Learning Objective E

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

HISTORICAL DEVELOPMENTS

KC-5.1.II.B

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

KC-5.1.I.D

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

SUGGESTED SKILL

 *Making Connections*

5.A

Identify patterns among or connections between historical developments and processes.



AVAILABLE RESOURCE


- Professional Development > [Teaching and Assessing Module—Comparison in Period 5 \(Resources on the industrialization of Russia and Japan\)](#)

ILLUSTRATIVE EXAMPLES

Decline of Middle Eastern and Asian share in global manufacturing:

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

SUGGESTED SKILL

 *Developments and Processes*

1.B

Explain a historical concept, development, or process.

TOPIC 5.5

Technology of the Industrial Age

Required Course Content

THEMATIC FOCUS

Technology and Innovation **TEC**

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

LEARNING OBJECTIVE

Unit 5: Learning Objective F

Explain how technology shaped economic production over time.

HISTORICAL DEVELOPMENTS

KC-5.1.I.B

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

KC-5.1.I.E

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

KC-5.1.IV

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

TOPIC 5.6

Industrialization: Government's Role from 1750 to 1900

Required Course Content

THEMATIC FOCUS

Governance **GOV**

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

LEARNING OBJECTIVE

Unit 5: Learning Objective G

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

HISTORICAL DEVELOPMENTS

KC-5.1.V.C

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

KC-5.2.II.A

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

SUGGESTED SKILL

 *Making Connections*

5.A

Identify patterns among or connections between historical developments and processes.



ILLUSTRATIVE EXAMPLE

State-sponsored visions of industrialization:

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

SUGGESTED SKILL *Making Connections***5.B**

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

**AVAILABLE RESOURCE**

- Classroom Resources
 - > [Teaching Consumerism in World History](#)

ILLUSTRATIVE EXAMPLES

Transnational businesses:

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

Financial instruments:

- Stock markets
- Limited-liability corporations

TOPIC 5.7**Economic Developments and Innovations in the Industrial Age****Required Course Content****THEMATIC FOCUS****Economics Systems** **ECN**

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

LEARNING OBJECTIVE**Unit 5: Learning Objective H**

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

HISTORICAL DEVELOPMENTS**KC-5.1.III.A**

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

KC-5.1.III.B

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

KC-5.1

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

TOPIC 5.8

Reactions to the Industrial Economy from 1750 to 1900

SUGGESTED SKILL

 *Sourcing and Situation*

2.B

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

Required Course Content

THEMATIC FOCUS

Social Interactions and Organization **SI.O**

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

LEARNING OBJECTIVE

Unit 5: Learning Objective I

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

HISTORICAL DEVELOPMENTS

KC-5.1.V.D

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

KC-5.1.V.A

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

KC-5.3.IV.A.ii

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

KC-5.1.V.B

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

SUGGESTED SKILL

 Contextualization

4.B

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

TOPIC 5.9

Society and the Industrial Age

Required Course Content

THEMATIC FOCUS

Social Interactions and Organization **SIO**

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

LEARNING OBJECTIVE

Unit 5: Learning Objective J

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

HISTORICAL DEVELOPMENTS

KC-5.1.VI.A

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

KC-5.1.VI.B

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

KC-5.1.VI.C

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

TOPIC 5.10

Continuity and Change in the Industrial Age

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

Required Course Content

LEARNING OBJECTIVE

Unit 5: Learning Objective K

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

REVIEW: UNIT 5 KEY CONCEPTS

KC-5.1

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

KC-5.1.IV

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

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SUGGESTED SKILL

 *Argumentation*

6.C

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



AVAILABLE RESOURCE

- Classroom Resources > [Review Essay: Teaching the Great Divergence](#)

LEARNING OBJECTIVE**Unit 5: Learning Objective K**

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

REVIEW: UNIT 5 KEY CONCEPTS**KC-5.3**

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

KC-5.3.I.A

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

KC-5.3.I

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

KC-5.3.II.i

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

AP WORLD HISTORY

UNIT 6

Consequences of Industrialization

c. 1750 to c. 1900



12–15%
AP EXAM WEIGHTING



~12–15
CLASS PERIODS

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

Personal Progress Check 6

Multiple-choice: ~20 questions

Short-answer: 2 questions

- No source
- Primary source

Free-response: 1 question

- Document-based (partial)

Consequences of Industrialization


c. 1750 to c. 1900

UNIT AT A GLANCE

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

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UNIT AT A GLANCE *(cont'd)*

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods
SIO	6.7 Effects of Migration	Causation	5.B Explain how a historical development or process relates to another historical development or process.	~12–15 CLASS PERIODS
	6.8 Causation in the Imperial Age	Causation	6.D Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might: <ul style="list-style-type: none"> ▪ Explain nuance of an issue by analyzing multiple variables. ▪ Explain relevant and insightful connections within and across periods. ▪ Explain the relative historical significance of a source’s credibility and limitations. ▪ Explain how or why a historical claim or argument is or is not effective. 	~12–15 CLASS PERIODS
	 Go to AP Classroom to assign the Personal Progress Check for Unit 6. Review the results in class to identify and address any student misunderstandings.			~12–15 CLASS PERIODS

SAMPLE INSTRUCTIONAL ACTIVITIES

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

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



Unit Planning Notes

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

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SUGGESTED SKILL

 Contextualization

4.B

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

TOPIC 6.1

Rationales for Imperialism from 1750 to 1900

Required Course Content

THEMATIC FOCUS

Cultural Developments and Interactions **CDI**

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

LEARNING OBJECTIVE

Unit 6: Learning Objective A

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

HISTORICAL DEVELOPMENTS

KC-5.2.III

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

TOPIC 6.2

State Expansion from 1750 to 1900

SUGGESTED SKILL

 *Sourcing and Situation*

4.B

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

**ILLUSTRATIVE EXAMPLES**

Non-state to state colonial control:

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

European states that expanded empires in Africa:

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

Settler colonies established in empires:

- New Zealand

Required Course Content

THEMATIC FOCUS**Governance** **GOV**

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

LEARNING OBJECTIVE**Unit 6: Learning Objective B**

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

HISTORICAL DEVELOPMENTS**KC-5.2.I.A**

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

KC-5.2.I.B

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

KC-5.2.I.C

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

KC-5.2.I.D

Europeans established settler colonies in some parts of their empires.

KC-5.2.II.B

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

SUGGESTED SKILL

 *Sourcing and Situation*

2.C

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



ILLUSTRATIVE EXAMPLES

Direct resistance:

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

New states:

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

Rebellions:

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

TOPIC 6.3

Indigenous Responses to State Expansion from 1750 to 1900

Required Course Content

THEMATIC FOCUS

Governance **GOV**

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

LEARNING OBJECTIVE

Unit 6: Learning Objective C

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

HISTORICAL DEVELOPMENTS

KC-5.3.III.D

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

KC-5.2.II.C

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

KC-5.3.III.E

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

TOPIC 6.4

Global Economic Development from 1750 to 1900

Required Course Content

THEMATIC FOCUS

Humans and the Environments **ENV**

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

LEARNING OBJECTIVE

Unit 6: Learning Objective D

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

HISTORICAL DEVELOPMENTS

KC-5.1.II.A

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

SUGGESTED SKILL

 *Sourcing and Situation*

2.B

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



AVAILABLE RESOURCE

- Classroom Resources > [East Africa, the Western Indian Ocean Basin, and the World Economy, 1760 to 1880](#)

ILLUSTRATIVE EXAMPLES

Resource export economies:

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

SUGGESTED SKILL
 *Sourcing and Situation*
4.B

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

**ILLUSTRATIVE EXAMPLES**

Industrialized states practicing economic imperialism:

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

Commodities that contributed to European and American economic advantage:

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

TOPIC 6.5**Economic Imperialism from 1750 to 1900****Required Course Content****THEMATIC FOCUS****Economics Systems** **ECN**

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

LEARNING OBJECTIVE**Unit 6: Learning Objective E**

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

HISTORICAL DEVELOPMENTS**KC-5.2.I.E**

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

KC-5.1.II.C

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

TOPIC 6.6

Causes of Migration in an Interconnected World

Required Course Content

THEMATIC FOCUS

Humans and the Environments **ENV**

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

LEARNING OBJECTIVE

Unit 6: Learning Objective F

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

HISTORICAL DEVELOPMENTS

KC-5.4.I


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

KC-5.4.I.B

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

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SUGGESTED SKILL

 *Making Connections*

5.B

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



AVAILABLE RESOURCE

- Classroom Resources > [Migration](#)

ILLUSTRATIVE EXAMPLES

Return of migrants:

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

**ILLUSTRATIVE EXAMPLES
(CONT'D)**

Migrants:

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

THEMATIC FOCUS**Economics Systems** **ECN**

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

LEARNING OBJECTIVE**Unit 6: Learning Objective G**

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

HISTORICAL DEVELOPMENTS**KC-5.4.II.A**

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

KC-5.4.II.B

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

TOPIC 6.7

Effects of Migration

SUGGESTED SKILL

 *Making Connections*

5.B

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



ILLUSTRATIVE EXAMPLES

Migrant ethnic enclaves:

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

Regulation of immigrants:

- Chinese Exclusion Act
- White Australia policy

Required Course Content

THEMATIC FOCUS

Social Interactions and Organization **SIO**

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

LEARNING OBJECTIVE

Unit 6: Learning Objective H

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

HISTORICAL DEVELOPMENTS

KC-5.4.III.A

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

KC-5.4.III.B

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

KC-5.4.III.C

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

SUGGESTED SKILL

 Argumentation

6.D

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

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

TOPIC 6.8

Causation in the Imperial Age

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

Required Course Content

LEARNING OBJECTIVE

Unit 6: Learning Objective I

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

REVIEW: UNIT 6 KEY CONCEPTS

KC-5.1

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

KC-5.2

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

KC-5.3

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

KC-5.4

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

AP WORLD HISTORY

UNIT 7

Global Conflict

c. 1900 to the present



8–10%

AP EXAM WEIGHTING



~9–12

CLASS PERIODS

The icon consists of a white circle containing a blue square with the letters 'AP' in white. Below the square is a small blue horizontal line with two short vertical bars extending downwards from its center.

Remember to go to [AP Classroom](#) to assign students the online **Personal Progress Check** for this unit.

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

Personal Progress Check 7

Multiple-choice: ~25 questions

Short-answer: 2 questions

- Secondary source
- No source

Free-response: 1 question

- Document-based

Global Conflict


c. 1900 to the present

UNIT AT A GLANCE

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

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UNIT AT A GLANCE *(cont'd)*

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods
SIO	7.8 Mass Atrocities After 1900	Causation	5.B Explain how a historical development or process relates to another historical development or process.	~9–12 CLASS PERIODS
	7.9 Causation in Global Conflict	Causation	6.D Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might: <ul style="list-style-type: none"> ▪ Explain nuance of an issue by analyzing multiple variables. ▪ Explain relevant and insightful connections within and across periods. ▪ Explain the relative historical significance of a source’s credibility and limitations. ▪ Explain how or why a historical claim or argument is or is not effective. 	
 Go to AP Classroom to assign the Personal Progress Check for Unit 7. Review the results in class to identify and address any student misunderstandings.				

SAMPLE INSTRUCTIONAL ACTIVITIES

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

Activity	Topic	Sample Activity
1	7.4	<p>Shared Inquiry</p> <p>Assign extended excerpts of Lázaro Cárdenas’s “Speech to the Nation” (1938) and Joseph Stalin’s “Industrialization of the Country and the Right Deviation in the C.P.S.U.(B.)” (1928) before class. In small groups, ask students to reread the documents and discuss the following questions:</p> <ul style="list-style-type: none"> ▪ What is each author’s purpose and audience? ▪ How are they similar and different? ▪ Discuss the changes and continuities associated with the Mexican and Russian revolutions (Topic 7.1). How does the historical situation in each country help you understand the similarities and differences? ▪ Discuss the economic changes that you studied in Units 5 and 6. How does this help you understand the historical significance of each author’s point of view? Support your response with examples.
2	7.5	<p>Quickwrite</p> <p>Assign a short excerpt from Georges Clemenceau’s “Letter of Reply to the Objections of the German Peace Delegation” (May 1919). Ask students to review their notes from Topic 7.2 and respond to the following prompt in a paragraph: <i>Based on what you learned about the causes of World War I, what are the weaknesses in Clemenceau’s argument?</i></p>
3	7.7	<p>Socratic Seminar</p> <p>Ask students to read and annotate “The Century of Total War” section of “War and the Environment” by Richard P. Tucker (available on World History Connected) before class. Facilitate a student discussion of the following questions:</p> <ul style="list-style-type: none"> ▪ What is the author’s argument? ▪ What evidence does he use to support his argument? ▪ Is there additional evidence from before or during this time period that would support or refute the author’s argument? ▪ Do you agree with the author’s argument? Why or why not?

SUGGESTED SKILL

 Contextualization

4.B

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



AVAILABLE RESOURCE

- Professional Development > [Teaching and Assessing Module—Understanding Continuity and Change in Period 6 \(Resources on the decline of the empire in the 20th century\)](#)

TOPIC 7.1

Shifting Power After 1900

Required Course Content

THEMATIC FOCUS**Governance** **GOV**

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

LEARNING OBJECTIVE**Unit 7: Learning Objective A**

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

HISTORICAL DEVELOPMENTS**KC-6.2.I**

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

KC-6.2.I.A

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

KC-6.2.II.D

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

TOPIC 7.2

Causes of World War I

SUGGESTED SKILL *Developments and Processes***1.B**

Explain a historical concept, development, or process.

Required Course Content

THEMATIC FOCUS

Governance **GOV**

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

LEARNING OBJECTIVE

Unit 7: Learning Objective B


Explain the causes and consequences of World War I.

HISTORICAL DEVELOPMENTS

KC-6.2.IV.B.i

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

SUGGESTED SKILL

 *Claims and Evidence in Sources*

3.B

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

TOPIC 7.3

Conducting World War I

Required Course Content

THEMATIC FOCUS**Technology and Innovation** **TEC**

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

LEARNING OBJECTIVE**Unit 7: Learning Objective C**

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

HISTORICAL DEVELOPMENTS**KC-6.2.IV.A.i**

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

KC-6.1.III.C.i

New military technology led to increased levels of wartime casualties.

TOPIC 7.4

Economy in the Interwar Period

SUGGESTED SKILL

 *Sourcing and Situation***2.C**

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



ILLUSTRATIVE EXAMPLES

Government intervention in the economy:

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

Required Course Content

THEMATIC FOCUS**Economics Systems** **ECN**

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

LEARNING OBJECTIVE**Unit 7: Learning Objective D**

Explain how different governments responded to economic crisis after 1900.

HISTORICAL DEVELOPMENTS**KC-6.3.1.B**

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

KC-6.3.1.A.i

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

SUGGESTED SKILL

 *Sourcing and Situation*

2.C

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



ILLUSTRATIVE EXAMPLES

Territorial gains:

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

Anti-imperial resistance:

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

TOPIC 7.5

Unresolved Tensions After World War I

Required Course Content

THEMATIC FOCUS

Governance **GOV**

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

LEARNING OBJECTIVE

Unit 7: Learning Objective E

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

HISTORICAL DEVELOPMENTS

KC-6.2.I.B

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

TOPIC 7.6

Causes of World War II

SUGGESTED SKILL *Sourcing and Situation***2.C**

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

Required Course Content

THEMATIC FOCUS

Governance **GOV**

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

LEARNING OBJECTIVE

Unit 7: Learning Objective F


Explain the causes and consequences of World War II.

HISTORICAL DEVELOPMENTS

KC-6.2.IV.B.ii

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

SUGGESTED SKILL

 *Claims and Evidence in Sources*

3.D

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

**ILLUSTRATIVE EXAMPLES**

Western democracies mobilizing for war:

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

Totalitarian states mobilizing for war:

- Germany under Adolf Hitler
- USSR under Joseph Stalin

TOPIC 7.7**Conducting World War II****Required Course Content****THEMATIC FOCUS****Governance** **GOV**

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

LEARNING OBJECTIVE**Unit 7: Learning Objective G**

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

HISTORICAL DEVELOPMENTS**KC-6.2.IV.A.ii**

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

KC-6.1.III.C.ii

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

TOPIC 7.8

Mass Atrocities After 1900

Required Course Content

THEMATIC FOCUS

Social Interactions and Organization **SIO**

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

LEARNING OBJECTIVE

Unit 7: Learning Objective H

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

HISTORICAL DEVELOPMENTS

KC-6.2.III.C

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

SUGGESTED SKILL

 *Making Connections*

5.B

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



ILLUSTRATIVE EXAMPLES

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

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

SUGGESTED SKILL

 Argumentation

6.D

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

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

TOPIC 7.9

Causation in Global Conflict

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

Required Course Content

LEARNING OBJECTIVE

Unit 7: Learning Objective I

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

REVIEW: UNIT 7 KEY CONCEPTS

KC-6.1

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

KC-6.2

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

KC-6.2.I

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

KC-6.2.I.A

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

KC-6.2.II.D

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

AP WORLD HISTORY

UNIT 8

Cold War and Decolonization

c. 1900 to the present



8–10%

AP EXAM WEIGHTING



~14–17

CLASS PERIODS

The icon consists of the letters 'AP' in a bold, black, sans-serif font, centered within a white square. This square is itself centered within a larger white circle. The circle and square have thin blue outlines.

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Personal Progress Check 8

Multiple-choice: ~25 questions

Short-answer: 2 questions

- No source
- Primary source

Free-response: 1 question

- Document-based

Cold War and Decolonization

c. 1900 to the present

UNIT AT A GLANCE

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

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UNIT AT A GLANCE *(cont'd)*

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods
GOV	8.8 End of the Cold War	Causation	1.B Explain a historical concept, development, or process.	~14–17 CLASS PERIODS
	8.9 Causation in the Age of the Cold War and Decolonization	Causation	6.D Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might: <ul style="list-style-type: none"> ▪ Explain nuance of an issue by analyzing multiple variables. ▪ Explain relevant and insightful connections within and across periods. ▪ Explain the relative historical significance of a source’s credibility and limitations. ▪ Explain how or why a historical claim or argument is or is not effective. 	
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The sample activities on this page are optional and are offered to provide possible ways to incorporate instructional approaches into the classroom. Teachers do not need to use these activities and are free to alter or edit them. The examples below were developed in partnership with teachers from the AP community to share ways that they approach teaching some of the topics in this unit. Please refer to the Instructional Approaches section beginning on p. 171 for more examples of activities and strategies.

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



Unit Planning Notes

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

.....

.....

SUGGESTED SKILL

 Contextualization

4.B

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

TOPIC 8.1

Setting the Stage for the Cold War and Decolonization

Required Course Content

THEMATIC FOCUS**Governance** GOV

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

LEARNING OBJECTIVE**Unit 8: Learning Objective A**

Explain the historical context of the Cold War after 1945.

HISTORICAL DEVELOPMENTS**KC-6.2.II**

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


KC-6.2.IV.C.i

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

TOPIC 8.2

The Cold War

SUGGESTED SKILL

 *Sourcing and Situation*

2.B

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

**ILLUSTRATIVE EXAMPLES**

Non-Aligned Movement:

- Sukarno in Indonesia
- Kwame Nkrumah in Ghana

Required Course Content

THEMATIC FOCUS**Cultural Developments and Interactions **CDI****

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

LEARNING OBJECTIVE**Unit 8: Learning Objective B**

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

HISTORICAL DEVELOPMENTS**KC-6.2.IV.C.ii**

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

KC-6.2.V.B

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

SUGGESTED SKILL

 Making Connections

5.B

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



ILLUSTRATIVE EXAMPLES

Proxy wars:

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

TOPIC 8.3

Effects of the Cold War

Required Course Content

THEMATIC FOCUS**Governance** **GOV**

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

LEARNING OBJECTIVE**Unit 8: Learning Objective C**

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

HISTORICAL DEVELOPMENTS**KC-6.2.IV.D**

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

TOPIC 8.4

Spread of Communism After 1900

SUGGESTED SKILL

 *Sourcing and Situation*

2.C

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

**ILLUSTRATIVE EXAMPLES**

Land and resource redistribution:

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

Required Course Content

THEMATIC FOCUS**Economics Systems **ECN****

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

LEARNING OBJECTIVE**Unit 8: Learning Objective D**

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

HISTORICAL DEVELOPMENTS**KC-6.2.I.i**

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

KC-6.3.I.A.ii

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

THEMATIC FOCUS**Social Interactions and Organization **SIO****

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

LEARNING OBJECTIVE**Unit 8: Learning Objective E**

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

HISTORICAL DEVELOPMENTS**KC-6.2.II.D.i**

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

SUGGESTED SKILL *Making Connections***5.B**

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

**ILLUSTRATIVE EXAMPLES**

Nationalist leaders and parties:

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

Negotiated independence:

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

Independence through armed struggle:

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

Regional, religious, and ethnic movements:

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

TOPIC 8.5**Decolonization After 1900****Required Course Content****THEMATIC FOCUS****Governance** **GOV**

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

LEARNING OBJECTIVE**Unit 8: Learning Objective F**

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

HISTORICAL DEVELOPMENTS**KC-6.2.II.A**

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

KC-6.2.I.C

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


KC-6.2.II.B

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

TOPIC 8.6

Newly Independent States

SUGGESTED SKILL

 *Claims and Evidence in Sources*

3.D

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

**ILLUSTRATIVE EXAMPLES**

States created by redrawing of political boundaries:

- Israel
- Cambodia
- Pakistan

Required Course Content

THEMATIC FOCUS**Governance** **GOV**

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

LEARNING OBJECTIVE**Unit 8: Learning Objective G**

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

HISTORICAL DEVELOPMENTS**KC-6.2.III.A.i**

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

KC-6.2.III.A.ii

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

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**ILLUSTRATIVE EXAMPLES
(CONT'D)**

Governments guiding economic life:

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

Migrations:

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

THEMATIC FOCUS**Economics Systems** **ECN**

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

LEARNING OBJECTIVE**Unit 8: Learning Objective H**

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

HISTORICAL DEVELOPMENTS**KC-6.3.I.C**

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

KC-6.2.III.B

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

TOPIC 8.7

Global Resistance to Established Power Structures After 1900

Required Course Content

THEMATIC FOCUS

Cultural Developments and Interactions **CDI**

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

LEARNING OBJECTIVE

Unit 8: Learning Objective I

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

HISTORICAL DEVELOPMENTS

KC-6.2.V

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

KC-6.2.V.A

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

KC-6.2.V.C

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

KC-6.2.V.D

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

SUGGESTED SKILL

 *Sourcing and Situation*

2.B

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



ILLUSTRATIVE EXAMPLES


Responses that intensified conflict:

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

Movements that used violence:

- Shining Path
- Al-Qaeda

SUGGESTED SKILL

 *Developments and Processes*

1.B

Explain a historical concept, development, or process.

TOPIC 8.8

End of the Cold War

Required Course Content

THEMATIC FOCUS

Governance **GOV**

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

LEARNING OBJECTIVE

Unit 8: Learning Objective J

Explain the causes of the end of the Cold War.

HISTORICAL DEVELOPMENTS

KC-6.2.IV.E

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

TOPIC 8.9

Causation in the Age of the Cold War and Decolonization

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

Required Course Content

LEARNING OBJECTIVE

Unit 8: Learning Objective K

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

REVIEW: UNIT 8 KEY CONCEPTS

KC-6.2

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

KC-6.2.II

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

KC-6.2.IV.C

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

KC-6.3

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

KC-6.3.I

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

SUGGESTED SKILL

 Argumentation

6.D

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

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

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AP WORLD HISTORY

UNIT 9

Globalization

c. 1900 to the present



8–10%

AP EXAM WEIGHTING



~8–11

CLASS PERIODS

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Remember to go to [AP Classroom](#) to assign students the online **Personal Progress Check** for this unit.

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

Personal Progress Check 9

Multiple-choice: ~25 questions

Short-answer: 2 questions

- Secondary source
- No source

Free-response: 1 question

- Long essay

Globalization

c. 1900 to the present

UNIT AT A GLANCE

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

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UNIT AT A GLANCE *(cont'd)*

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods
GOV	9.8 Institutions Developing in a Globalized World	Causation	3.C Compare the arguments or main ideas of two sources.	~8–11 CLASS PERIODS
	9.9 Continuity and Change in a Globalized World	Continuity and Change	6.D Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might: <ul style="list-style-type: none"> ▪ Explain nuance of an issue by analyzing multiple variables. ▪ Explain relevant and insightful connections within and across periods. ▪ Explain the relative historical significance of a source’s credibility and limitations. ▪ Explain how or why a historical claim or argument is or is not effective. 	
	Go to AP Classroom to assign the Personal Progress Check for Unit 9. Review the results in class to identify and address any student misunderstandings.			

SAMPLE INSTRUCTIONAL ACTIVITIES

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

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



Unit Planning Notes

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

.....

.....

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SUGGESTED SKILL

 Making Connections

5.A

Identify patterns among or connections between historical developments and processes.

TOPIC 9.1

Advances in Technology and Exchange After 1900

Required Course Content

THEMATIC FOCUS

Technology and Innovation **TEC**

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

LEARNING OBJECTIVE

Unit 9: Learning Objective A

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

HISTORICAL DEVELOPMENTS

KC-6.1.I.A

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

KC-6.1.I.D

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

KC-6.1.III.B

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

KC-6.1.I.B

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

KC-6.1.I.C

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

TOPIC 9.2

Technological Advances and Limitations After 1900: Disease

Required Course Content

THEMATIC FOCUS

Humans and the Environments **ENV**

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

LEARNING OBJECTIVE

Unit 9: Learning Objective B

Explain how environmental factors affected human populations over time.

HISTORICAL DEVELOPMENTS


KC-6.1.III

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

KC-6.1.III.A

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

SUGGESTED SKILL

 *Making Connections*

5.B

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



AVAILABLE RESOURCE

- Classroom Resources > [The Spanish Flu and Its Legacy](#)

ILLUSTRATIVE EXAMPLES

Diseases associated with poverty:

- Malaria
- Tuberculosis
- Cholera

Emergent epidemic diseases:

- 1918 influenza pandemic
- Ebola
- HIV/AIDS

Diseases associated with increased longevity:

- Heart disease
- Alzheimer's disease

SUGGESTED SKILL

 Contextualization

4.B

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

TOPIC 9.3

Technological Advances: Debates About the Environment After 1900

Required Course Content

THEMATIC FOCUS

Humans and the Environments **ENV**

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

LEARNING OBJECTIVE

Unit 9: Learning Objective C

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

HISTORICAL DEVELOPMENTS

KC-6.1.II.A

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

KC-6.1.II.B

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

TOPIC 9.4

Economics in the Global Age

Required Course Content

THEMATIC FOCUS

Economics Systems **ECN**

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

LEARNING OBJECTIVE

Unit 9: Learning Objective D

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

HISTORICAL DEVELOPMENTS

KC-6.3.I.D

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

KC-6.3.I.E

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

KC-6.3.II.B

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

SUGGESTED SKILL

 *Sourcing and Situation*

2.C

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



ILLUSTRATIVE EXAMPLES

Governments' increased encouragement of free-market policies:

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

Knowledge economies:

- Finland
- Japan
- U.S.

Asian production and manufacturing economies:

- Vietnam
- Bangladesh

Latin American production and manufacturing economies:

- Mexico
- Honduras

Economic institutions and regional trade agreements:

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

Multinational corporations:

- Nestlé
- Nissan
- Mahindra and Mahindra

SUGGESTED SKILL *Contextualization***4.B**

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

**ILLUSTRATIVE EXAMPLES**

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

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

Increased access to education and political and professional roles:

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

Environmental movements:

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

Economic movements:

- World Fair Trade Organization

TOPIC 9.5**Calls for Reform and Responses After 1900****Required Course Content****THEMATIC FOCUS****Social Interactions and Organization** **SIO**

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

LEARNING OBJECTIVE**Unit 9: Learning Objective E**

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

HISTORICAL DEVELOPMENTS**KC-6.3.III.i**

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

KC-6.3.III.ii

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

KC-6.3.II.C.i

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

TOPIC 9.6

Globalized Culture After 1900

SUGGESTED SKILL
 *Contextualization*
4.B

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

**ILLUSTRATIVE EXAMPLES**

Global culture:

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

Global consumerism:

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

Required Course Content

THEMATIC FOCUS**Cultural Developments and Interactions **CDI****

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

LEARNING OBJECTIVE**Unit 9: Learning Objective F**

Explain how and why globalization changed culture over time.

HISTORICAL DEVELOPMENTS**KC-6.3.IV.i**

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

KC-6.3.IV.ii

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

KC-6.3.IV.iii

Consumer culture became globalized and transcended national borders.

SUGGESTED SKILL

 *Sourcing and Situation*

2.C

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



ILLUSTRATIVE EXAMPLES

Responses to economic globalization:

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

TOPIC 9.7

Resistance to Globalization After 1900

Required Course Content

THEMATIC FOCUS**Cultural Developments and Interactions** **CDI**

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

LEARNING OBJECTIVE**Unit 9: Learning Objective G**


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

HISTORICAL DEVELOPMENTS**KC-6.3.IV.iv**

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

TOPIC 9.8

Institutions Developing in a Globalized World

SUGGESTED SKILL *Claims and
Evidence in Sources***3.C**Compare the arguments or
main ideas of two sources.

Required Course Content

THEMATIC FOCUS**Governance** **GOV**

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

LEARNING OBJECTIVE**Unit 9: Learning Objective H**

Explain how and why globalization changed international interactions among states.

HISTORICAL DEVELOPMENTS**KC-6.3.II.A**

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

SUGGESTED SKILL

 Argumentation

6.D

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

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

TOPIC 9.9

Continuity and Change in a Globalized World

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

Required Course Content

LEARNING OBJECTIVE

Unit 9: Learning Objective I

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

REVIEW: UNIT 9 KEY CONCEPTS

KC-6.1

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

KC-6.1.I.A

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

KC-6.1.I.D

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

KC-6.1.III.B

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

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LEARNING OBJECTIVE**Unit 9: Learning Objective I**

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

REVIEW: UNIT 9 KEY CONCEPTS**KC-6.1.I.B**

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

KC-6.1.I.C

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

KC-6.3.I

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

KC-6.3.III.i

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

KC-6.3.III.ii

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

KC-6.3.IV.i

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

KC-6.3.IV.ii

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

KC-6.3.IV.iii

Consumer culture became globalized and transcended national borders.

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