

# About AP World History

What are AP Classes?

The term AP was developed by a company called College Board. It stands for Advanced Placement, signifying that High School students are taking the equivalence of a College Level course while in High School. In AP Courses, students are required to complete college level reading, studying, and writing. Students must be mindful of the out-of-class work load in relation to other hobbies, sports, and out of school interests.



What are the benefits of High School students taking a College Level Course like AP? First, students develop the skills needed to be successful in college. 49% of students that go to college do not graduate college - with most failing during their freshman year due to the amount of reading and the quantity of writing. Students that take AP courses in High School are more likely to graduate college than those that do not (even if they struggle in the AP Course).

Second, in May students can take the AP Exam for that course. AP Exams are written by College Board and are administered around the World. In June the tests are graded, with the results being released in July. The scoring is out of 5:

- **1:** Thank you for participating, but the test results were below standard.
- **2:** Close to qualifying, but not quite there.
- **3:** You “Passed” the Test at a “College Level”
  - (In North Carolina, it is a State Law that Public Universities MUST accept scores of 3 or above for College credit. [You can search what scores each college accepts here.](#))
- **4:** You are in the top 25% of all students taking the test nationally/globally.
- **5:** You are in the top 10% of all students taking the test nationally/globally.

## Notes: AP Scores

AP Scores are separate from your in class grades. Your classwork determines your transcript/GPA. Your AP Test determines if you earn college credit.

Specifically for AP World History (APWH), here is how the exam is setup. The APWH exam has 4 components for students to complete

- 60 Multiple Choice Questions (40% of AP Score)
- 9 Short Answer Questions (20% of the AP Score)
- 1 Document Based Question (25% of the AP Score)
- Long Essay Question (20% of the AP Score)

Understanding AP World History: Modern [Begin Taking Notes]

Specifically to the course at hand - AP World History - Modern. AP World History is a thematically based course that teaches the history of the world from 1200CE to Present. AP World prioritizes the students ability to read, understand, analyze, and argue with evidence. This class is NOT a jeopardy memorization game where you have to memorize obscure facts to spit out at random; but instead focuses on critical thinking, making connections, and developing argumentative writing using supporting evidence.

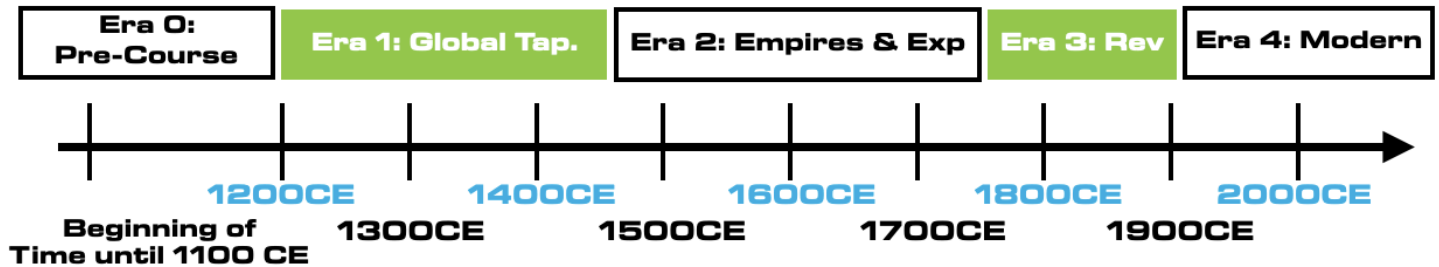
- **4 Historical Eras:** This course is broken into four key eras. While there are minimal “know this exact date,” students need to memorize these four eras. Throughout the course we will be learning the trends and patterns taking place in each of them.
  - **1200-1450: Global Tapestry.** This era takes a look at each major region of the world and what was taking place JUST BEFORE massive movements of interconnection and integration take place. **\*\*Warning:** Each region and their events will feel disconnected from each other, with seemingly no “connecting thread of story line.” It is because... they were very isolated and disconnected.\*
  - **1450-1750: Empires & Exploration.** This era explores the rapid expansion of land and sea based empires, as the world begins its first major phase of globalization.

- *1750-1900: Revolutions*. This era investigates a series of key economic, political, and social revolutions. This includes the birth of the Industrial Revolution.
- *1900-Present: Global Events & Modern Times*. This era explores major global events of a highly interconnected and interdependent world. Events will include: WWI, WWII, the Cold War, Decolonization, the Internet Revolution, and the War on Terror.

### Note: About Time

You will see dates represented in two ways. (1) The “\_\_s”. This refers to the upcoming 100 years. For example: The 1700s refers to 1700 through 1799 (2) “\_\_th Century.” This refers to the PREVIOUS 100 years. Example the 17th Century refers to years 1601-1700. Both are used in the course documents.

## AP World History Timeline



- **6 Key Themes:** As stated before, this course focuses heavily on themes, patterns, and trends throughout history. There are 6 reoccurring themes that will guide and organize your learning in each era.
  - *Governance* Gov't systems within a state/country. Political Interactions between States/Countries.
  - *Social Interactions/Organizations* Social Classes, Social mobility
  - *Technology/Innovation* Human innovations: causes, spread, and consequences.
  - *Cultural Developments & Interactions* The development of ideas, beliefs, religions, customs, women's rights. How cultures develop, spread, and mix. The impact culture has upon societies.
  - *Human-Environment Interaction*. How humans shape the environment? How the environment shapes humans?
  - *Economic Systems*: The ways people produce, consume, and exchange goods/services within their society and in-between societies (#TradeRoutes).
- **3 Historical Reasonings:** As stated earlier, students in APWH need to develop and display their critical thinking skills. These skills manifest in 3 distinct ways repeatedly throughout the course and AP Exam.
  - *Comparison*. Elaborate on the similarities and differences between two events/developments/processes. When comparing you MUST address BOTH sides. An example question: “Compare two sides of a quarter.” Answer: “One side of the quarter has a president's head. The other side has an eagle, referred to commonly as ‘tails.’”
  - *Causation (Cause & Effect)*. Note and elaborate on the circumstances that cause an event or process to begin. Be able to provide details upon the short and/or long term effects of this development. For example: “Explain the factors that caused the Industrial Revolution.” or “Explain the long term effects of developing gunpowder in Asia.”
  - *Continuity & Change*. As the course progresses from one era to the next, what aspects of a society changed or evolved? What aspects of a society stayed the same? For example: “Describe how transportation changed between 1450 and 1900, due to the steam engine?” or “Describe what aspects of Chinese politics and culture stayed the same between 1200 and 1800?”

## **Task Verbs**

In all AP Classes, College Board uses Task Verbs in the questions they create - especially when writing. The purpose of task verbs are to inform students how they are to think about the content and guide the type of answers students provide. The following are a list of the Task Verbs you will use daily in AP Human Geography. Please memorize these task verbs and use them to guide your responses. Learn, memorize, know, and love these words. Tattoo them on your soul. They will be used daily.

### **Identify or Define**

Identify is asking students for a short, quick response, with minimal elaboration. Examples: Identify the color of this box. Define the term Gunpowder.

### **Support an Argument for/against OR Provide an Example of...**

These questions will provide an argument, and you have to provide evidence either proving/supporting why that argument is right. OR providing evidence on why it is wrong. For example: Support an argument for the following: "The Internet revolutionized the way people communicate and interact."

### **Describe**

Describe questions ask the students to elaborate, providing characteristics and details. Describe questions require a longer response, with multiple sentences; giving at least 3 characteristics or qualities. For example: Describe the architecture of Paris. Describe how students get to school. Describe the process of making pizza.

### **Explain**

Explain questions ask the students about the cause or effect of a process, focusing on HOW or WHY. Explain questions expect a longer response, using evidence and reason to justify and prove your answer. For example: Explain the increase in China's factory production. Explain the decrease in Kenya's infant mortality rate. Explain one social reason governments ban family planning tools.

### **Explain the Limitations**

A cousin to "explain questions" is Explain the Limitations. With these questions, students are provided with an image, map, table, graph, or chart to analyze. These questions ask students to think in the negative - what CAN'T this \_\_\_\_ tell us. What CAN'T \_\_\_\_ be used for? For example: China has 1 Billion citizens. Explain the limitation of this data in understanding China's population. (What is missing? What don't you know from the data provided? In this case, we know there are 1 billion humans, but we do NOT know how many males/females. We do not know their ethnicities or ages.)

### **Evaluate the Extent to Which**

Evaluate the extent... questions are about the level of impact or change. Students MUST state whether there was a High, Medium, or No Change/Impact. Then, students must provide their evidence and reasoning WHY, supporting their claim. For example: Evaluate the extent to which cars impacted people's ability to travel. An answer could be "Cars made a large impact on peoples travel. This is because cars can travel 70-80 mph, which is far faster then people can run. Cars can travel longer..."

### **Analyze**

To analyze means to examine or break down into separate parts or components. It is used to understand complete systems, structures, or processes; to see how \_\_\_\_ works or functions. For example: Analyze the components of the US Governing system. Analyze the structure of the Silk Road Trade Route

## MCQ in AP World

One of the first aspects students must prepare for are AP styled Multiple Choice Questions (we will address writing more specifically in class as we progress through the course). In AP World, all questions will have some type of “stimulus.” This could be a primary source text to read, a picture to analyze, or a map to explore. Once the students analyze the text/picture/map, then they answer the multiple choice question. Here are tips and thoughts for addressing and approaching primary source documents. You will also utilize this skill when we get to the Short Answer Questions (SAQs) and the Document Based Question (DBQs) later in the course.

### The Stimulus

“Americans today . . . who live within the Spanish system occupy a position in society no better than that of serfs destined for labor, or at best they have no more status than that of mere consumers. Yet even this status is surrounded with galling restrictions, such as being forbidden to grow European crops, or to store products which are royal monopolies, or to establish factories of a type the Peninsula itself does not possess. To this add the exclusive trading privileges, even in articles of prime necessity, and the barriers between American provinces, designed to prevent all exchange of trade, traffic, and understanding.”

Simón Bolívar, Letter to the Governor of Jamaica, 1815  
*Writing from Spanish-Controlled Peru.*

#### Questions to Ask Yourself when approaching a Primary Source Document:

- When was it written? Which APWH Era is it?
- Where was it written? Which region of the world?
- What type of document is it: A letter? Law? Advertisement? Diary?
- Who created/wrote the document? Is there anything special about this person (ruler, business person, merchant, enslaved person, male/female)? Can they be trusted - do they have an “agenda” they are trying to achieve?
- Who was it written to? How does that influence their writing?
- What was the author’s purpose or intent in writing this letter?

### The Question

The quotation above best supports which of the following conclusions about the author’s motives for resistance to Spanish colonial rule in Latin America?

- (a) Bolívar opposed the use of Native Americans and Africans as forced laborers in Latin America.
- (b) Bolívar opposed the use of Native Americans and Africans as forced laborers in Latin America.**
- (c) Bolívar rejected Spanish mercantilist policies that restricted free trade in Latin America.
- (d) Bolívar rejected Spanish mercantilist policies that restricted free trade in Latin America.
- (e) Bolívar was alarmed by the excessive consumerism in the Spanish empire.

#### Notes: Read Quizzes

After the daily class readings, there will be a “Reading Quiz.” You will get points for completing the quiz, no matter your score. The purpose of the reading quiz is to see the connection and relationship between what you read and the type of questions you will be asked on the Unit Tests/AP Exam for that information

Scan the Question FIRST to know what you are reading or looking for, THEN read the stimulus.

## AP World Themes - A Course Overview

This next section provides a conceptual overview of the entire AP World History course, organized by the 6 themes. Each section provides a very brief summary of the corresponding theme, along with key ways of how that theme changes across each era. We will refer back to these overviews throughout class, and use them as a framework or scaffold to attach the specific content knowledge onto.

### Governance

Governance is broken down into two key categories: (1) How a society is run within a state? (2) How do societies/states interact with each other?

#### Inside a State

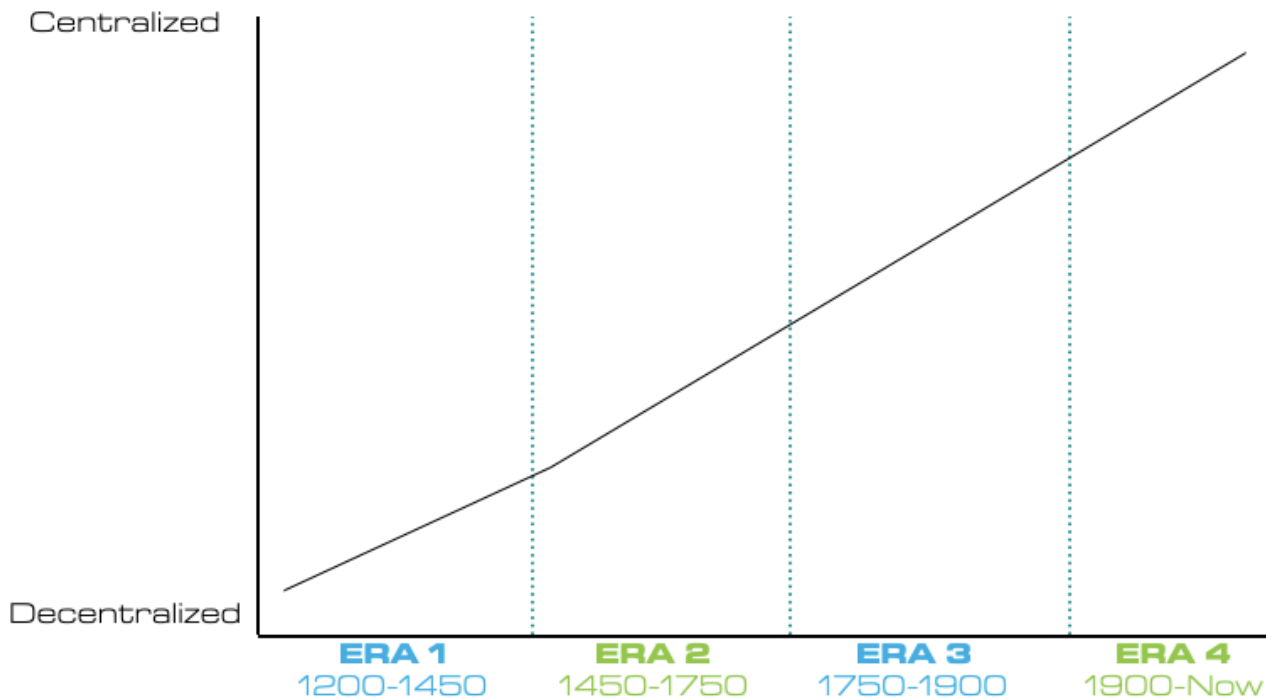
Governments can be described by the level of control they have of their people. In APWH, we use the terms decentralized and centralized. Decentralized means the government is “officially in charge” but has very limited ability to control its people or implement its laws/rules/policies. Centralized means the government has immense control of its people and can heavily enforce or implement its laws/rules/policies.

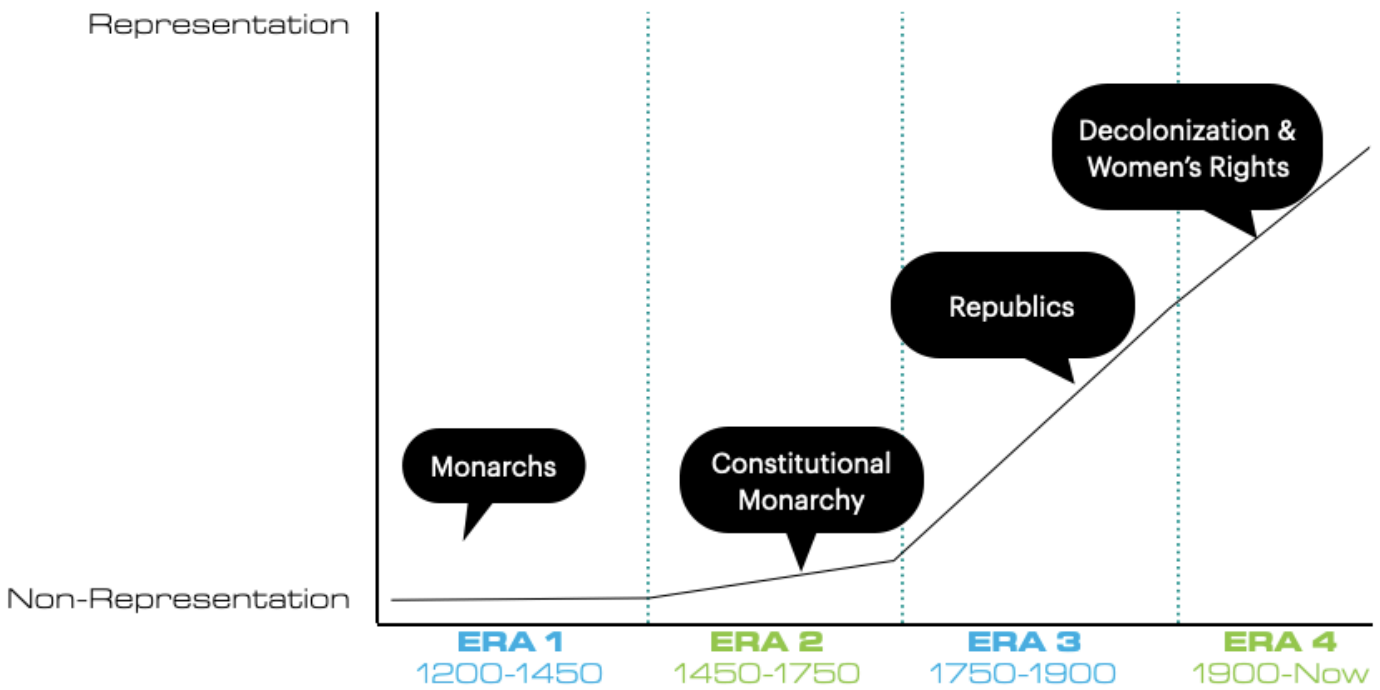
In Era 1 (1200-1450), people lived in isolated communities that were spread out over large amounts of land. The Monarchs/Kings in charge of the kingdoms were officially “in charge,” but their governments were very decentralized. Due to how slow it was to travel, it was difficult to get from one side of a kingdom to another. This made it hard for messages to be shared, as well as for government officials or armies to travel to “enforce policies.” Thus, people identified more with their local city or their regional “Lord/Noblemen” MORE than they did with their broader “kingdom/empire” and their king. Thus, Nobles and local officials had large amounts of actual power, kings had comparatively little.

In Era 2 (1450-1750) and Era 3 (1750-1900), governments became increasingly centralized. Governments built extensive road networks and canals to interconnect their regions. Innovations like improved ships and steam engines made transportation faster, allowing for easier movement of people. Communication improvements like postal services, telegraph cables, and telephone lines made communication over distance faster. The innovation of gunpowder allowed kings to build larger, more powerful armies. By Era 4, governments used all these innovations - paired with cars, airplanes, nuclear bombs, computers and the internet - to become highly centralized.

### Note: About States

In APWH, the term “State” has a different meaning than most USA students have learned. In this course (and in AP US, AP Human Geo, AP Gov, and AP European History) State means: A political organization with a border, land, a permanent population, and legitimate government. For example: France is a state. USA is a state. China is a state. When leaders of governments meet, it is called “the meeting of the heads of state.”

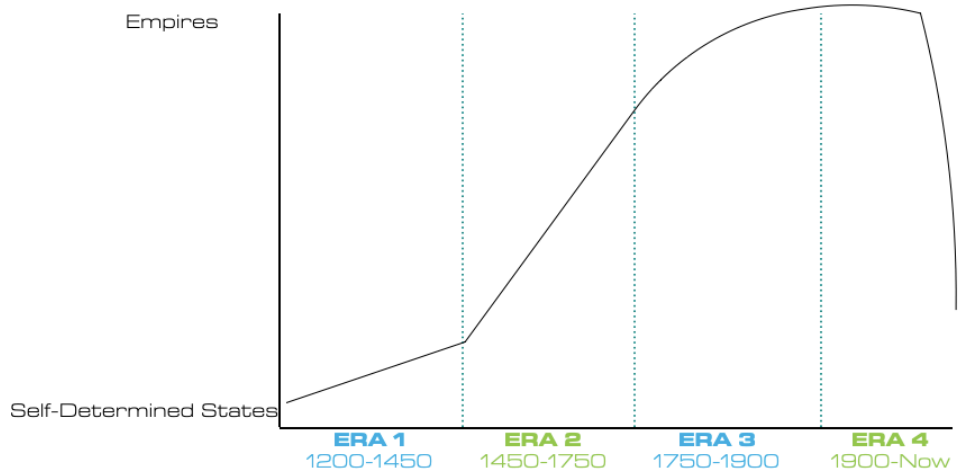




Within a state, governments also evolved over time Regarding the level of representation their citizens had within their government. Representation refers to how much say or influence an individual citizen/common person had in their state's government. In Era 1, Kings/Monarchs rule with either the blessing of their god(s) or as a god-in-human flesh (although in reality, the nobles had most of the actual real power). However, the kings and nobles combined to make up ~1-2% of the population. The citizens/common people made up 98% of the population, but had zero power of any kind. In Era 2, some states developed Constitutional Monarchies that put a few limits to the kings power, and gave a few more people representation. In Era 3, there was an exposition of intellectual activity, promoting the Enlightenment ideals of the Natural Rights of Man (unfortunately, this referred to just... males... and mostly white males). This led to many revolutions that overthrew kings and put republics in their place. European Global Imperialism spread these ideas around the world. In Era 4, the European Empires collapsed and Decolonized, leading to a tidal wave of new Republics around the world that gave greater representation to the average citizen. This was also paired with numerous Women's Rights movements, that gave voting rights to women... but there are still many women around the world waiting for their opportunity to gain the right to vote in their government.

Between States

Governments control interactions between states. In Era 1, most states were isolated from each other; separated by large frontiers with loose connections through land based trade like the Silk Road. Any "empire building" (conquering of neighboring groups) was limited to the regions that were close by; most often related to "they have a resource I need so I will go take them over." However, due to poor transportation and communication, these regional empires grew to be too big and collapsed back into smaller states. In Era 2, improved sailing technology allowed states to travel further, faster. Innovations like gunpowder allowed groups to build and maintain large empires by force. In Era 3, the Europeans Industrialization put empire building into overdrive; allowing the Europeans to conquer and maintain power over intercontinental empires. In Era 4, these empires were too big and costly to maintain, eventually Decolonizing (collapsing) into smaller, self-determined states (although remnants of the old empires still exist).



## Technological Innovation

As humans progressed overtime, humans increased and improved their technological capabilities.

- In Eras 1 & 2, everything humans made was by hand (or using hand tools) in their cottage industries (i.e. at home or in a nearby workshop). People could walk at the rate of 10-12 miles in a day, with horses allowing travel at 25 miles in a day if conditions were good. Shipping was the fastest, most reliable form of transportation; but boats were bound by the wind and water currents.
- In Era 3, the Industrial Revolution brought about factories and mass production. Transportation harnessed the power of steam, allowing trains to travel 60-80 miles per hour. Steamboats crossed oceans in a week instead of months. Communication harnessed the power of electrical currents. Telegraphs and telephones sent messages across hundreds to thousands of miles in seconds.
- Era 4 built upon the Industrial Revolution. The combustion engine gave birth to cars and commercial airplanes. Radio waves and computers gave birth to cell phones and the internet. Now, goods could be sent around the world in days, and messages transmitted around the world in tenths of a second.

	Era 1 (1200-1450)	Era 2 (1450-1750)	Era 3 (1750-1900) #IndustrialRevolution	Era 4 (1900-Present)
<b>Production of Goods</b>	<ul style="list-style-type: none"> <li>- Hand Made</li> <li>- Cottage Industry</li> <li>- Local to Regional Resources</li> </ul>	<ul style="list-style-type: none"> <li>- Hand Made</li> <li>- Cottage Industry</li> <li>- Regional to Global Resources</li> </ul>	<ul style="list-style-type: none"> <li>- Machine Made</li> <li>- Global Resources</li> </ul>	<ul style="list-style-type: none"> <li>- Machine Made</li> <li>- Global Resources</li> <li>- Automated factories/Robotics</li> </ul>
<b>Transportation</b>	<ul style="list-style-type: none"> <li>- Walking</li> <li>- Animals/Horses (Limited Availability)</li> <li>- Basic Sailing</li> </ul>	<ul style="list-style-type: none"> <li>- Walking</li> <li>- Animals/Horses (Limited Availability)</li> <li>- Advanced Sailing technology (compass, astrolabe, bigger ships)</li> </ul>	<ul style="list-style-type: none"> <li>- Steam Engine Invented</li> <li>- Trains</li> <li>- Steam Boats</li> </ul>	<ul style="list-style-type: none"> <li>- Combustion Engine Invented</li> <li>- Cars</li> <li>- Airplanes</li> <li>- Massive Ships</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>- Face to Face</li> <li>- Hand written letters/books</li> </ul>	<ul style="list-style-type: none"> <li>- Face to Face</li> <li>- Hand written letters</li> <li>- Printing Press books &amp; pamphlets</li> </ul>	<ul style="list-style-type: none"> <li>- Telegraph</li> <li>- Telephone</li> </ul>	<ul style="list-style-type: none"> <li>- Radios</li> <li>- Computers</li> <li>- Internet</li> <li>- Cellphones/Satellites</li> </ul>
<b>Weapons</b>	<ul style="list-style-type: none"> <li>- Bows &amp; Arrows</li> <li>- Spears</li> <li>- Gunpowder Invented</li> </ul>	<ul style="list-style-type: none"> <li>- Guns</li> <li>- Cannons</li> </ul>	<ul style="list-style-type: none"> <li>- Factory production of weapons</li> <li>- War Ships</li> <li>- Machine Guns</li> </ul>	<ul style="list-style-type: none"> <li>- War Planes</li> <li>- Tanks</li> <li>- Nuclear Bombs</li> <li>- Missiles</li> <li>- Submarines</li> </ul>

## Economic Systems

States have limited resources within their borders. To meet all of their needs, states exchange/trade resources with their neighbors along trade routes. Over time, technological innovations allowed states to be able to communicate faster, while moving larger amounts of goods along trade routes.

- In Era 1, the Silk Road and the Trans-Saharan Trade Routes were walking based trade system. The trade was run by walking merchants or nomadic pastoralists (herdsmen who cared for herds of animals; in this case horses or camels) who used their animals to carry goods. Shipping technology slowly advanced to allow ships to travel further, faster, and more reliably. This gave birth to the Indian Ocean Trade and Mediterranean Sea Trade routes. These were still mainly run by merchant groups; although governments became more involved due to the potential for wealth. These trade routes were very decentralized, with limited government involvement.
- In Era 2, European Exploration & Colonization gave birth to the Columbian Exchange and the Trans-Atlantic Trade. Trade routes connected the entire world, allowing the movement of goods and people around the world. The massive explosion of wealth gave birth to Mercantilism: where governments used their power to promote, protect, and control their trade routes at all costs.

- In Era 3, the Industrial Revolution improved European transportation/communication technology, while also dramatically increasing their demand for low cost resources. Larger ships carried more goods. Factories mass produced machine-made products; increasing the quality while lowering the cost of items. The amount of resources needed to build and run the machines encouraged Europeans to expand their empires to further control both the global resources AND the people the Europeans were selling to. Trade was now controlled by both large empires AND multinational businesses, who did operations around the world.
- In Era 4, the trends of Era 3 continued. Improvements in technology sped up the speed of production as well as the transportation of goods. The expansion of Capitalism promoted the building of larger, more powerful businesses to run the production and trading of goods; instead of the governments. Now, goods are produced and transported around the world.

	Era 1 (1200-1450)	Era 2 (1450-1750)	Era 3 (1750-1900) #IndustrialRevolution	Era 4 (1900-Present)
Name of Trade Route	<ul style="list-style-type: none"> <li>- Silk Road (Land)</li> <li>- Trans-Saharan Trade (Land)</li> <li>- Indian Ocean Trade (Water)</li> <li>- Mediterranean Sea Trade (Water)</li> </ul>	<ul style="list-style-type: none"> <li>- Indian Ocean (Water)</li> <li>- Columbian Exchange/ Trans-Atlantic Trade (Water)</li> </ul>	<ul style="list-style-type: none"> <li>- European Imperialism drives &amp; guides global trade with Industrial Technology</li> </ul>	<ul style="list-style-type: none"> <li>- Mass Production Globalized Trade</li> </ul>
Size of Trade Route	Regional	Multi-Continent	Global	Global
Gov't Involvement	Minimal/Decentralized	Mercantilism/ Centralized	Centralized... but more limited with the spread of Capitalisms	Mostly Decentralized due to Capitalism. Mostly run by Multinational Businesses

### Cultural Interactions

Culture is the expression of how people live their lives and the values they hold. In human society: isolation creates uniqueness, interaction creates blendedness or sharing of cultural ideas. Uniqueness and creativity are the norm, having common cultures ONLY results from interaction.

- In Era 1, people lived in mostly isolated settlements - with minimal regional interaction. There were ~500 million people on the planet, with over 15,000 different languages and religious systems.
- In Eras 2 & 3, increased interaction from increased trade, colonization, and industrialization created a massive sharing of cultural beliefs. In some cases, the interactions resulted in the acculturation (blending and mixing) of cultures. In other cases, the interaction resulted in the assimilation (or elimination) of cultures.
- By Era 4, the world has become highly interconnected due to economic systems and technology. The world has 8 billion people, but only 6,000 languages. Within those 6,000 languages, over 70% of the world speaks English as either a first language or as a secondary language. Cultures and languages are acculturating and assimilating at a rapid rate.

### Social Organization

Every settled society has developed some level of social hierarchy, or social organization. Social mobility measures the ability for people in the “lower ranks” to move into the “higher ranks.”

- In Eras 1 & 2, 98% of people lived in the bottoms ranks of society on less than \$1 per day. These people had very limited opportunity to move up in society. This is because Noble titles were mostly passed along through family blood lines. A few societies (like China) had tools to allow some people to be socially mobile, but it was accessible to very few people.
- In Eras 3 & 4, Industrialization created opportunities for social mobility. As societies promoted political representation, governments invested in public education. Mass public education, along with improved communication technology, allowed everyone\* improved opportunities for social mobility (although vast inequalities still remain between those at the top and bottom of society)



## Human-Environmental Interaction

- In Era 1, humans were dramatically impacted by their environments. The saying, “geography shapes destiny” strongly applied to these societies. A state’s environment determined their climate, access to food, clothing choices, building options... The environment also shaped the germs and diseases a society was exposed to. However, settled societies began to impact their environments through their collective actions. Governments funded large projects like canals, terracing, and irrigation systems to divert the flow of water. The demand for metal tools increased mining operations. The demand for buildings and boats increased logging operations, leading to deforestation.
- In Era 2, the combination of the Indian Ocean trade & the Columbian Exchange led to a massive shift of plants, animals and germs between continents. The potato from Peru was now being grown on the hills of Ireland and China. Middle Eastern wheat was now being grown on the great plains of North America.
- In Eras 3 & 4, Industrialization has greatly impacted the human’s influence on their environments. The use of fuels like coal and oil have stripped mountains of their resources while polluting the air. Chemicals from factories and large farms pollute the water. Increased CO<sub>2</sub> and green house gas emissions are causes global climate change, impacting every part of the world.

