

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

Key Concept 5.1. Industrialization and Global Capitalism

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

I. Industrialization fundamentally changed how goods were produced.

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

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

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

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

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

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

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

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

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

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

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

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

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

- Textile production in India

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

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

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

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

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

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

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

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

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

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

B. *Financial instruments* expanded.

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

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

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

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

Required examples of *developments in transportation and communication*:

- Railroads
- Steamships
- Telegraphs
- Canals

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

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

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

- Utopian socialism
- Marxism
- Anarchism

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

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

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

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

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

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

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

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

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

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

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

Key Concept 5.2. Imperialism and Nation-State Formation

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

I. Industrializing powers established transoceanic empires.

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

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

- British in India
- Dutch in Indonesia

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

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

- British
- Dutch
- French
- German
- Russian

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

- Britain in West Africa
- Belgium in the Congo

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- The German nation
- Filipino nationalism
- Liberian nationalism

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

Key Concept 5.3. Nationalism, Revolution, and Reform

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

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

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

- Voltaire
- Rousseau

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

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

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

- Locke
- Montesquieu

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

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

Required examples of *revolutionary documents*:

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

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

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

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

A. *Subjects challenged the centralized imperial governments.*

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

- The challenge of the Marathas to the Mughal Sultans

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

Required examples of ***rebellions***:

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

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

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

- The establishment of Maroon societies.

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

- The Indian Revolt of 1857
- The Boxer Rebellion

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

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

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

- The Tanzimat movement
- The Self-Strengthening Movement

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

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

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

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

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

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

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

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

Key Concept 5.4. Global Migration

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

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

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

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

II. Migrants relocated for a variety of reasons.

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

- Manual laborers
- Specialized professionals

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

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

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

- Slavery
- Chinese and Indian indentured servitude
- Convict labor

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

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

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

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

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

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

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

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

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

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

- The Chinese Exclusion Acts
- The White Australia Policy

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

Key Concept 6.1 Science and the Environment

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

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

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

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

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

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

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

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

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

- The polio vaccine
- Antibiotics
- The artificial heart

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

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

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

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

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

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

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

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

- Malaria
- Tuberculosis
- Cholera

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

- The 1918 influenza pandemic
- Ebola
- HIV/AIDS

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

- Diabetes
- Heart disease
- Alzheimer's disease

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

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

- Tanks
- Airplanes
- The atomic bomb

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

- Trench warfare
- Firebombing

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

- Nanjing
- Dresden
- Hiroshima

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

Key Concept 6.2 Global Conflicts and Their Consequences

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

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

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

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

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

B. Some *colonies negotiated their independence.*

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

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

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

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

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

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

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

- Mohandas Gandhi
- Ho Chi Minh
- Kwame Nkrumah

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

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

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

- Communism
- Pan-Arabism
- Pan-Africanism

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

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

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

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

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

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

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

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

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

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

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

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

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

- Armenia
- The Holocaust
- Cambodia
- Rwanda

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

- Palestinians
- Darfurians

IV. Military conflicts occurred on an unprecedented global scale.

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

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

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

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

Required examples of the *sources of global conflict*:

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

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

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

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

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

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

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

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

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

- Gandhi
- Martin Luther King

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

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

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

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

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

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

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

- IRA
- ETA
- Al-Qaeda

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

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

- Dada
- James Bond
- Socialist Realism
- Video games

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

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

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

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

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

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

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

- The Five-Year Plans
- The Great Leap Forward

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

- The New Deal
- The Fascist corporatist economy

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- The European Union
- NAFTA
- ASEAN
- Mercosur

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

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

- Royal Dutch Shell
- Coca-Cola
- Sony

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

- Greenpeace
- Green Belt in Kenya
- Earth Day

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

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

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

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

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

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

- Negritude

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

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

- Xenophobia
- Race riots
- Citizenship restrictions

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

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

- New Age Religions
- Hare Krishna
- Falun Gong

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

- Fundamentalist movements
- Liberation Theology

IV. Popular and consumer culture became global.

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

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

- World Cup Soccer
- The Olympics
- Cricket

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

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

- Reggae
- Bollywood

Participating in the AP Course Audit

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

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

Curricular Requirements

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

Participating in the AP Course Audit

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

Resource Requirements

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

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

Exam Information

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

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

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

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

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

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

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

Time Management

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

How the Curriculum Framework Is Assessed

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

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

Sample Multiple-Choice Questions

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

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

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

- Which of the following was the major effect of the Neolithic Revolution?
 - The establishment of sedentary village communities
 - The spread of a migratory way of life
 - A decline in total population
 - An increase in the use of bronze tools

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

2. Which of the following occurred as a result of the development of agriculture in societies that previously relied on hunting and gathering?
- (A) Conditions for women improved.
 - (B) The incidence of disease declined.
 - (C) Population density increased.
 - (D) Degradation of the environment lessened.

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

3. Which of the following was an important reason for the fall of the Roman, Han, and Gupta empires?
- (A) A long period of drought that destroyed crops and livestock
 - (B) The use of slaves in their armies
 - (C) Intensified invasions and security issues along their frontiers
 - (D) A refusal to tolerate Christianity

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

4. Before 500 C.E. Judaism and Hinduism were similar in that both
- (A) had written scriptures and an ethical code to live by
 - (B) spread widely around the Mediterranean
 - (C) promoted teachings about reincarnation
 - (D) advocated a monastic life and a rejection of the world

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



5. The photograph above of a mosque (first erected in the fourteenth century) in the modern-day West African country of Mali best exemplifies which of the following historical processes?
- (A) Imposition of religion through military conquest
 - (B) Spread of religion along trade routes
 - (C) Abandonment of indigenous cultural styles in the face of colonization
 - (D) Conflict between local and universalizing religions

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

6. The spread of Bantu-speaking peoples over southern Africa before 1400 C.E. can be best explained by their
- (A) conversion to Islam
 - (B) use of cavalry
 - (C) centralized political systems
 - (D) knowledge of agriculture

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

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

Palmira Brummett, world historian, 2007

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

Usamah ibn Munqidh, Muslim historian, Jerusalem, circa 1138

7. The second passage does not support the first passage because the second passage
- (A) shows that an influx of manpower from Europe was not critical for the survival of the Crusader states
 - (B) shows that Muslims vastly outnumbered Europeans in the Crusader states
 - (C) minimizes the importance of Hospitallers and Teutonic Knights in the administration of the Crusader states
 - (D) presents an incident in which a military order supported a Muslim traveler

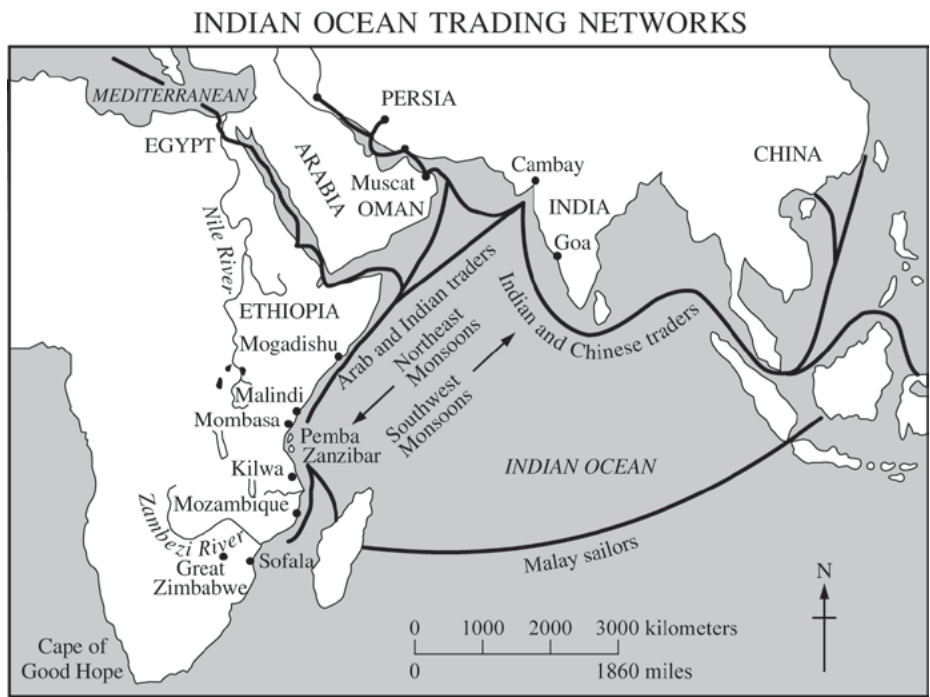
Alignment with Curriculum Framework		
Key Concept	Theme	Skill
3.1.III.A, C (page 44); 3.2.II (page 47)	Theme 2: Development and Interaction of Cultures. Theme 3: State-Building, Expansion, and Conflict.	Argumentation Contextualization Interpretation Synthesis

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

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

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

Alignment with Curriculum Framework		
Key Concept	Theme	Skill
3.1.1.A (page 40); 3.3.11.B (page 49)	Theme 4: Creation, Expansion, and Interaction of Economic Systems.	Comparison Causation



10. The map above shows what significant economic developments?
- (A) Trade connections that linked the Hellenistic and Maurya empires to African cities from 300 through 150 B.C.E.
 - (B) Trading networks that promoted the growth of new cities from 600 C.E. through 1450 C.E.
 - (C) Chinese dominance of Indian Ocean trading networks because of the voyages of Zheng He in the 1400s C.E.
 - (D) Changes in Indian Ocean trading networks that resulted from technological innovations from 1450 C.E. through 1750 C.E.

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

11. Which of the following changes best justifies the claim that the late 1400s mark the beginning of a new period in world history?
- (A) The rise of the Aztec and Inca empires
 - (B) The economic recovery in Afro-Eurasia after the Black Death

- (C) The incorporation of the Americas into a broader global network of exchange
- (D) The emergence of new religious movements in various parts of the world

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

12. The Columbian Exchange involved which of the following new connections in the era 1450–1750?
- (A) European food to the Western Hemisphere; Western Hemisphere diseases to Europe; African population to Europe
 - (B) Western Hemisphere technology to Africa; African food to Europe; European population to the Western Hemisphere
 - (C) European technology to Africa; Western Hemisphere population to Africa; African food to the Western Hemisphere
 - (D) African population to the Western Hemisphere; Western Hemisphere food to Europe and Africa; African and European diseases to the Western Hemisphere

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

13. In the period 1450–1750, which of the following, produced on large plantations by slave labor, were significant commodities in the growing world market?
- (A) Grains such as wheat and barley
 - (B) Tropical fruits such as bananas and oranges
 - (C) Animal products such as wool and beef
 - (D) Cash crops such as sugar and tobacco

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

14. Which of the following is most likely to have influenced eighteenth-century population trends in both Europe and China?
- (A) A sharp decline in average global temperatures
 - (B) Introduction of Western Hemisphere crops
 - (C) Innovation in birth control measures
 - (D) Improvement in surgical procedures

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

15. Which of the following factors best explains why the Portuguese did not engage in direct trading relations with West African states until the fifteenth century?
- (A) Lack of the necessary navigational and maritime technology
 - (B) Lack of European interest in African goods
 - (C) Directives from the pope to limit trade between Christians and Africans
 - (D) Fear of death from tropical diseases

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

16. In recent decades, many world historians have challenged the commonly held view that Europeans controlled the largest share of world trade in the seventeenth through the eighteenth centuries. Which of the following evidence from the period would best support this historical reinterpretation?
- (A) Prices for Chinese goods were much higher in Europe than in China.
 - (B) European trading companies often backed their long-distance trading ventures with the threat of military force.
 - (C) Asian trading companies dominated trade in the Indian Ocean region.
 - (D) European merchants transported only a fraction of the goods shipped globally.

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

17. Which of the following would be the most useful source of evidence for research about the profits of Portuguese and British slave traders in the period 1600–1800?
- (A) Portuguese and British tax records
 - (B) Narratives of slaves transported to the Americas
 - (C) European slave traders’ account books
 - (D) Journals of African slave traders

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

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

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

18. The introduction by the griot is intended to serve which of the following purposes?
- (A) To establish the griot's authority by connecting him to the past
 - (B) To exalt the Malian kings above previous dynasties
 - (C) To highlight the griot's unique abilities compared with other griots
 - (D) To portray Mali as a progressive society that is improving on the past

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

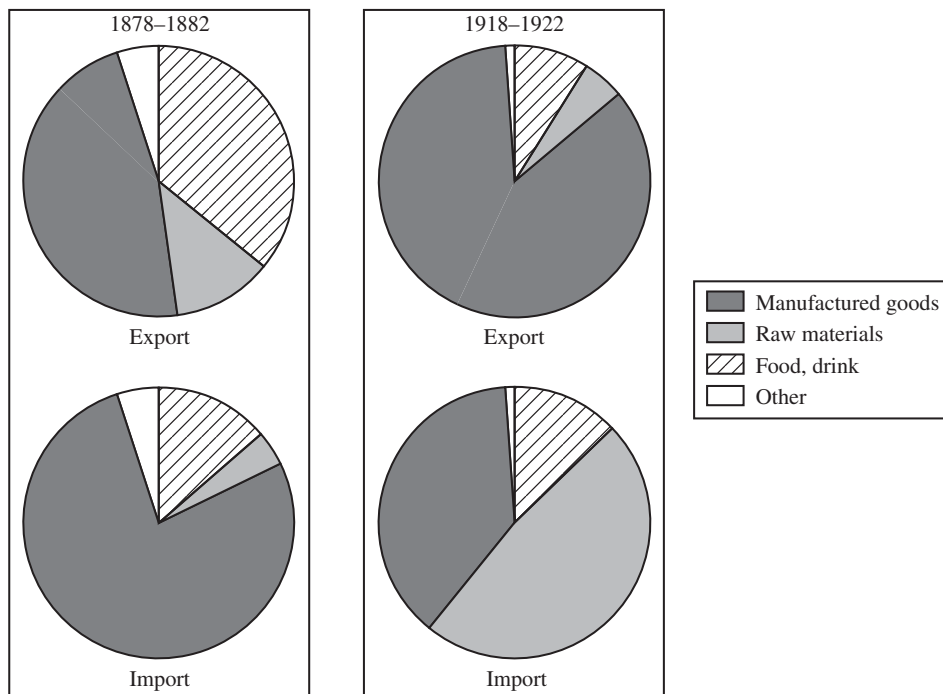
19. Which of the following statements is true about both the Mughal and Ottoman empires in the sixteenth century?
- (A) In both empires the majority of the people were Muslims.
 - (B) Both empires had powerful navies that engaged European navies.
 - (C) Both empires expanded through the use of gunpowder weapons and extensive bureaucracies.
 - (D) Both empires gave little monetary support to artistic and cultural endeavors.

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

20. Most world historians would agree that the key to European predominance in the world economy during the nineteenth and early twentieth centuries was
- (A) the Industrial Revolution
 - (B) European medical technology
 - (C) Spanish control of New World silver
 - (D) the Enlightenment

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

THE CHANGING PATTERN OF JAPANESE TRADE



21. Which of the following developments in the period 1878–1922 best explains the change in Japanese trade patterns shown in the graphs above?
- (A) Japanese manufacturing output decreased because Japanese leaders restricted commercial ties.
 - (B) Export of manufactured goods declined because United States tariffs on Japanese goods increased.
 - (C) Japanese manufacturing output rose as a consequence of industrialization.
 - (D) Japanese imports of raw materials increased as a consequence of extensive immigration to Japan.

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

22. In contrast to initial industrialization, the second Industrial Revolution in the last half of the nineteenth century was particularly associated with the mass production of which of the following?
- (A) Textiles, iron, and coal
 - (B) Textiles, automobiles, and plastics
 - (C) Airplanes, ships, and radios
 - (D) Electricity, steel, and chemicals

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

23. All of the following factors contributed to significant growth in worldwide population from 1750 through 1900 EXCEPT
- (A) decline of epidemic disease
 - (B) introduction of Western Hemisphere food crops to new areas
 - (C) expansion of land under cultivation
 - (D) new grain crops developed in the Green Revolution

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

24. Between 1750 and 1900, which of the following industrializing states created an empire?
- (A) Japan
 - (B) China
 - (C) Brazil
 - (D) Argentina

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

25. In the late nineteenth century, European involvement in both Africa and China was characterized primarily by
- (A) the encouragement of slavery
 - (B) extensive intermarriage with local peoples
 - (C) small military enclaves along coastlines
 - (D) competition among imperialist powers

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

26. Which of the following European developments is most closely associated with the revolution in Haiti?
- (A) The Protestant Reformation
 - (B) The Russian Revolution
 - (C) The French Revolution
 - (D) The Industrial Revolution

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

27. The North and South American independence movements of the late eighteenth and early nineteenth centuries shared which of the following?
- (A) Revolutionary demands based on Enlightenment political ideas
 - (B) Reliance on Christian teachings to define revolutionary demands
 - (C) Industrial economies that permitted both areas to break free of European control
 - (D) Political instability caused by constant warfare among the new states

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

28. What was the leading cause of the unprecedented increase in global population in the twentieth century?
- (A) The end of international epidemics
 - (B) Global warming and other types of climate change
 - (C) The impact of medical innovations and public health measures
 - (D) The reduction of world hunger

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

29. “We shall not repeat the past. We shall eradicate it by restoring our rights in the Suez Canal. This money is ours. The canal is the property of Egypt.”
- This quotation by Egyptian leader Gamal Abdel Nasser (in power 1952–1970) best expresses support for
- (A) communism
 - (B) liberalism
 - (C) nationalism
 - (D) imperialism

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

30. Which of the following describes a major change in international relations in the 1980s and 1990s?
- (A) The rapid establishment of large overseas colonial empires by European powers
 - (B) The disbanding of most regional political organizations
 - (C) The decline in power of multinational corporations
 - (D) The reduction of confrontations between communist and noncommunist countries

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

Answers to Multiple-Choice Questions

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

Sample Free-Response Questions

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

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

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

1. *Analyze*: determine various factors or component parts and examine their nature and relationship
2. *Assess/Evaluate*: judge the value or character of something; appraise; weigh the positive and negative points; give an opinion regarding the value of; discuss the advantages and disadvantages of
3. *Compare*: examine for the purpose of noting similarities and differences
4. *Describe*: give an account of; tell about; give a word picture of
5. *Discuss*: write about; consider or examine by argument or from various points of view; debate; present the different sides of
6. *Explain*: make clear or plain; make clear the causes or reasons for; make known in detail; tell the meaning of

Part A: Document-Based Essay Question

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

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

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

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

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

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

Below is the generic scoring guide for the document-based question.

Generic Core-Scoring Guide for AP World History Document-Based Question

Basic Core: Competence	Points	Historical Thinking Skills Assessed
1. Has acceptable thesis.	1	<ul style="list-style-type: none"> ➤ Argumentation ➤ Depending on the topic of the question: <ul style="list-style-type: none"> • Historical Causation • Comparison • Patterns of Continuity and Change Over Time
2. Addresses all of the documents and demonstrates understanding of all or all but one.	1	<ul style="list-style-type: none"> ➤ Use of Historical Evidence
3. Supports thesis with appropriate evidence from all or all but one document. [Supports thesis with appropriate evidence from all but two documents.]	2 (1)	<ul style="list-style-type: none"> ➤ Argumentation ➤ Depending on the topic of the question: <ul style="list-style-type: none"> • Historical Causation • Comparison • Patterns of Continuity and Change Over Time
4. Analyzes point of view in at least two documents.	1	<ul style="list-style-type: none"> ➤ Use of Historical Evidence
5. Analyzes documents by grouping them in two or three ways, depending on the question.	1	<ul style="list-style-type: none"> ➤ Argumentation ➤ Use of Historical Evidence ➤ Depending on the topic of the question: <ul style="list-style-type: none"> • Historical Causation • Comparison • Patterns of Continuity and Change Over Time
6. Identifies and explains the need for one type of appropriate additional document or source.	1	<ul style="list-style-type: none"> ➤ Argumentation ➤ Use of Historical Evidence
Subtotal	7	Essay as a whole: Synthesis

AP World History Exam Information

Expanded Core: Excellence	Points	Historical Thinking Skills Assessed
<p>Expands beyond basic core of 1–7 points. A student must earn 7 points in the basic core area before earning points in the expanded core area.</p> <p>Examples:</p> <ul style="list-style-type: none"> ➤ Has a clear, analytical, and comprehensive thesis. ➤ Shows careful and insightful analysis of the documents. ➤ Uses documents persuasively as evidence. ➤ Analyzes point of view in most or all documents. ➤ Analyzes the documents in additional ways — groupings, comparisons, syntheses. ➤ Brings in relevant “outside” historical content. ➤ Explains why additional types of document(s) or sources are needed. 	0–2	<ul style="list-style-type: none"> ➤ Same skills as noted in basic core ➤ Other historical thinking skills may be demonstrated depending on the question and the documents
Subtotal	2	
TOTAL	9	

Note that the sample document-based question below was administered on the 2010 AP World History Exam.

Directions: The following question is based on the accompanying Documents 1–5. (The documents have been edited for the purpose of this exercise.)

This question is designed to test your ability to work with and understand historical documents. Write an essay that:

- Has a relevant thesis and supports that thesis with evidence from the documents.
- Uses all of the documents.
- Analyzes the documents by grouping them in as many appropriate ways as possible. Does not simply summarize the documents individually.
- Takes into account the sources of the documents and analyzes the authors’ points of view.
- Identifies and explains the need for at least one additional type of document.

You may refer to relevant historical information not mentioned in the documents.

- Using the following documents, analyze similarities and differences in the mechanization of the cotton industry in Japan and India in the period from the 1880s to the 1930s. Identify an additional type of document and explain how it would help your analysis of the mechanization of the cotton industry.

Alignment with Curriculum Framework		
Key Concept	Theme	Skill
5.1.I, II, VI (pages 61, 62, 65) 5.2.I (page 66) 5.4.II (page 72) 6.3.III (page 87)	Theme 4: Creation, Expansion, and Interaction of Economic Systems.	Comparison Use of Evidence Argumentation Synthesis

Document 1

Source: Data gathered by British colonial authorities

PRODUCTION OF COTTON YARN AND CLOTH IN INDIA

Year	Hand-Spun Yarn (millions of pounds)	Machine-Spun Yarn (millions of pounds)	Handwoven Cloth (millions of yards)	Machine-Made Cloth (millions of yards)
1884	150	151	1,000	238
1894	130	381	1,200	429
1904	110	532	1,286	545
1914	90	652	1,405	1,140

Document 2

Source: Data from the Japanese Imperial Cabinet Bureau of Statistics

PRODUCTION OF COTTON YARN IN JAPAN (both hand spun and machine spun)

Year	Millions of Pounds
1884	5
1894	117
1904	278
1914	666

Document 3

Source: Two women recalling their girlhoods working in Japanese textile factories, circa 1900.

From morning, while it was still dark, we worked in the lamplit factory till ten at night. After work, we hardly had the strength to stand on our feet. When we worked later into the night, they occasionally gave us a yam. We then had to do our washing, fix our hair, and so on. By then it would be eleven o'clock. There was no heat even in the winter; we had to sleep huddled together to stay warm. We were not paid the first year. In the second year my parents got 35 yen,* and the following year 50 yen.

- - -

Soon after I went to work in the factory, my younger sister Aki came to work there too. I think she worked for about two years, and then took to her bed because of illness. At that time there were about thirty sick people at the factory. Those who clearly had lung troubles were sent home right away. Everyone feared tuberculosis and no one would come near such patients. Aki was also sent home, and died soon after. She was in her thirteenth year. Aki had come to the factory determined to become a 100-yen worker and make our mother happy. I can never forget her sad eyes as she left the factory sickly and pale.

*Japanese currency

Document 4

Source: Buddhist priest from a rural area of Japan from which many farm girls were sent to work in the mills, circa 1900.

The money that a factory girl earned was often more than a farmer's income for the entire year. For these rural families, the girls were an invaluable source of income. The poor peasants during this period had to turn over 60 percent of their crops to the landlord. Thus the poor peasants had only bits of rice mixed with weeds for food. The peasants' only salvation was the girls who went to work in the factories.

Document 5

Source: Tsurumi Shunsuke, Japanese industrialist, circa 1900.

Where do the cheap workers come from? They all come from farming communities. People from families that are working their own land, or are engaged in tenant farming but have surplus workers, come to the

cities and the industrial centers to become factory workers. Income from the farms provides for the family needs and subsistence of the parents and siblings. The person who takes employment in the factory is an unattached component of the family. All he or she has to do is earn enough to maintain his or her own living. That is why the workers' wages are low. This shows how important a force agriculture continues to be for the development of our nation's commerce and industry.

Document 6

Source: Radhakamal Mukerjee, Indian economist, The Foundation of Indian Economics, 1916.

For the last few decades there has been a rapid decline of the handwoven cloth industry throughout the country on account of the competition of machine manufactures. Though many still wear clothing made from cloth woven on handlooms, large numbers of handloom weavers have been abandoning their looms.

The local textile industry owes its very existence, promotion, and growth to the enterprising spirit of native bankers and investors, who invest large capital as shareholders, investors, and financiers.

Document 7

Source: Data from "Industrialization and the Status of Women in Japan," dissertation, 1973.

**PERCENTAGE OF FEMALE COTTON TEXTILE LABORERS
India and Japan, selected years**

India		Japan	
Year	Percent (%)	Year	Percent (%)
1909	22.1	1920	80.0
1924	21.6	1925	80.6
1934	18.9	1930	80.6

Document 8

Source: Photo from an official company history, Nichibo cotton mill, Japan, 1920s.



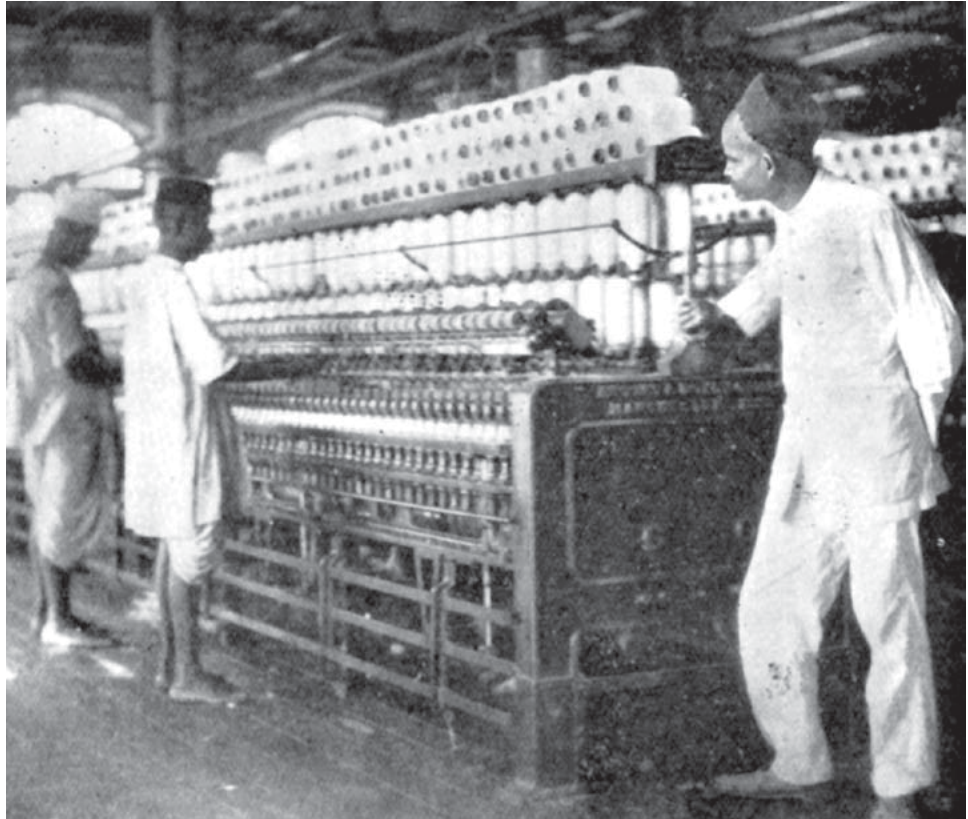
Document 9

Source: Report of the British Royal Commission of Labour in India, Calcutta, 1935.

Most of the workers in the cotton mills are recruited from among the small peasants and agricultural laborers of the villages, along with unemployed hand weavers. They live in small rented huts. The average worker remains in the same factory for less than two years. Wages are low, and there has been no significant change in wages over the last decades.

Document 10

Source: Arno S. Pearse, British official of the International Federation of Master Cotton Spinners' and Manufacturers' Associations. Photo from a report on Indian textile mills, 1935.



What Good Responses Should Include

A good response to this question would draw on all the documents to make relevant analyses and comparisons of the mechanization of the cotton industry in Japan and India. Because the central task in this particular document-based question is comparative and asks for both similarities and differences, acceptable thesis statements also need to be comparative, stating at least one similarity and at least one difference. Acceptable thesis statements also need to be explicit, not simply restatements of the question or vague statements such as “there were more similarities than differences.” The central task in the document-based question changes from year to year, but acceptable thesis statements each year must reflect the question’s central task.

A good response would analyze the documents by making multiple groupings around coherent patterns of the characteristics of mechanization in Japan and India, both in terms of similarities and differences. A minimum of two documents, used appropriately, constitutes a group. Examples of such groupings include: the growth of mechanization in both areas; the dominance of female labor in Japan and male labor in India; peasant labor in both areas; rural–urban migrations in both areas; work by ex-handloom weavers in India; the harsh conditions of labor; low wages; the beneficial and negative consequences of mechanization. Several of the documents refer explicitly to change over time (Documents 1, 2, and 6), so that groupings may also involve the ability to recognize and describe patterns of change over time. A strong essay would use a single document as evidence for a variety of characteristics of the mechanization of the cotton industry and utilize the same document in multiple groupings. It would also create distinct subgroupings within overarching themes. For example, it would go beyond simply stating that working conditions were bad to make a distinction between physically dangerous conditions and low wages.

In terms of point of view, a good essay would correctly analyze point of view in at least two documents, explaining the reasons that an author might have the opinion that he or she did or indicating how a particular factor informs the author’s point of view. It would link the position of the author to the expressed content of the document. For example, in Document 3, the two Japanese girls’ personal experience as workers led them to emphasize poor working conditions in their recollection of factory life, while in Document 5, the Japanese industrialist’s position as a factory owner could explain why he would justify paying low wages and would de-emphasize how important these wages are to rural families. A strong essay would provide a thoughtful analysis of point of view in most or all of the documents, including those in which this is more difficult to tease out. For example, it might note that Document 8 is a photograph from an official company history, so that it might be a posed photograph that presents factory conditions in a positive light. Or it might note that Document 1 is from British colonial authorities, who might have chosen to present statistics in a certain way or alternatively might not have been able really to know how much cotton thread or cloth was being made by hand in every village of India.

For the additional document, a good essay would both identify the document and explain how the document would contribute to the analysis. The most obvious perspective that is missing is that of an Indian worker. That of an Indian woman involved in textiles could also provide a relative comparison to her Japanese counterparts. A strong essay would identify more than one type of appropriate additional document, provide a

sophisticated explanation of why this document is necessary, or weave the request for an additional document into the broader analysis. For example, it might ask for a document by a British missionary in India to allow a comparison with the Japanese Buddhist priest in Document 4, but note that the missionary might not be as sympathetic toward peasants or factory workers because he was not Indian and had less direct knowledge of actual conditions.

Although outside knowledge of the historical context beyond what is presented in the documents is not required for the basic core, a strong essay might bring this in to achieve the excellence required for the expanded core. For example, the essay might compare India's status as a colony with Japan's as an independent and imperial power, which can help explain why only one of the Indian sources actually comes from an Indian author, or it might note the government support for industrialization in Meiji Japan, which surely helps to explain the dramatic expansion of cotton production as presented in Source 2.

Part B: Continuity and Change-Over-Time Essay

This essay question deals specifically with analysis of continuities and changes over time and covers at least one of the periods in the concept outline. It can address, for example, any of the course themes, such as technology, trade, culture, migrations, or environment. There may also be some internal choice within the question, so that students are able to choose to draw their evidence from a case that they know better.

The continuity and change-over-time essay questions require students to demonstrate their mastery of this historical thinking skill. Moreover, students are expected to construct an argument that responds directly to the question; doing so should cause them to use several of the other historical thinking skills (argumentation, causation, contextualization, and synthesis).

The generic scoring guide for the continuity and change-over-time essay is shown below; following that, on the next two pages, are a sample continuity and change over time question, the directions that appear in the AP Exam booklet, and a discussion of “What Good Responses Should Include.”

Generic Core-Scoring Guide for AP World History Continuity and Change-Over-Time Essay

Basic Core: Competence	Points	Historical Thinking Skills Assessed
1. Has acceptable thesis. (Addresses the global issues and the time period(s) specified.)	1	<ul style="list-style-type: none"> ➤ Argumentation ➤ Patterns of Continuity and Change Over Time
2. Addresses all parts of the question, though not necessarily evenly or thoroughly. [Addresses most parts of the question; for example, addresses change but not continuity.]	2 (1)	<ul style="list-style-type: none"> ➤ Argumentation
3. Substantiates thesis with appropriate historical evidence. [Partially substantiates thesis with appropriate historical evidence.]	2 (1)	<ul style="list-style-type: none"> ➤ Argumentation
4. Uses relevant world historical context effectively to explain continuity and change over time.	1	<ul style="list-style-type: none"> ➤ Contextualization
5. Analyzes the process of continuity and change over time.	1	<ul style="list-style-type: none"> ➤ Patterns of Continuity and Change Over Time ➤ Causation
Subtotal	7	Essay as a whole: Synthesis

Expanded Core: Excellence	Points	Historical Thinking Skills Assessed
Expands beyond basic core of 1–7 points. The basic score of 7 must be achieved before a student can earn expanded core points. Examples: <ul style="list-style-type: none"> ➤ Has a clear, analytical, and comprehensive thesis. ➤ Analyzes all issues of the question (as relevant): global context, chronology, causation, change, continuity, effects, content. ➤ Provides ample historical evidence to substantiate thesis. ➤ Provides links with relevant ideas, events, trends in an innovative way. 	0–2	<ul style="list-style-type: none"> ➤ Same skills as noted in basic core ➤ Other historical thinking skills may be demonstrated depending on the question
Subtotal	2	
TOTAL	9	

Note that the sample continuity and change-over-time essay below is slightly modified from the continuity and change-over-time essay on the 2010 AP World History Exam to make the topic of the question more closely align with the AP World History Curriculum Framework.

The time allotted for this essay is 40 minutes, 5 minutes of which should be spent planning and/or outlining the answer.

Directions: You are to answer the following question. You should spend 5 minutes organizing or outlining your essay. Write an essay that:

- Has a relevant thesis and supports that thesis with appropriate historical evidence.
- Addresses all parts of the question.
- Uses world historical context to show continuities and changes over time.
- Analyzes the process of continuity and change over time.

2. Analyze continuities and changes in cultural beliefs and practices in ONE of the following regions from 1450 to the present.

- Sub-Saharan Africa
- Latin America/Caribbean

Alignment with Curriculum Framework		
Key Concept	Theme	Skills for Basic Core Points
4.1.VI, VII (page 54) 4.3.I.A, B (page 58) 5.1.I (page 61) 5.2.III (page 68) 5.3.I, II (pages 69 and 70) 5.4.III.B (page 74) 6.2.II, V (pages 78 and 82) 6.3.II-IV (pages 85, 87, and 88)	Theme 2: Development and Interaction of Cultures	Argumentation Contextualization Continuity and Change-Over-Time Causation Synthesis

What Good Responses Should Include

A good response analyzes continuities and changes in cultural beliefs and practices in one of the stipulated regions [Sub-Saharan Africa or Latin America/Caribbean]. “Cultural beliefs and practices” is understood very broadly in world history to include religion, philosophy, ideology, science and technology, education, the arts, literature, and architecture. Students do not have to address the entire region, but all examples they provide must fall within the stipulated region. Because the central task in this question calls for analysis of continuity and change, acceptable thesis statements need to address both, stating at least one continuity and at least one change. Acceptable thesis statements also need to be explicit, not simply restatements of the question or vague statements such as “there were more changes than continuities.” They also need to be relevant to the time period, beginning in roughly 1450 and ending sometime in the post–World War II twentieth century.

A good response provides analysis of valid continuities and changes in cultural beliefs and practices, supported by specific pieces of evidence from within the time period, which provide supporting examples of continuity or change. For example, in terms of continuities, students could point to the continuation of the practice of indigenous religions in either area and also to the continuation of the spread of Christianity in either area or of the spread of Islam in Africa; the ways in which migrants continued their cultures in new environments; the ways in which culture was used by all types of leaders to support political systems; the ways in which language, religion, and social customs provided a sense of identification. In terms of change, for the sixteenth and the seventeenth centuries, students could examine the development of syncretic forms of religion such as vodun or the cult of the saints, or the way in which the Spanish and Portuguese rulers of Latin America used art and architecture to legitimate their power. For the eighteenth and nineteenth centuries, they could discuss the spread of Enlightenment thought in Latin America and the consequences of this; the impact of new racial ideologies, such as Social Darwinism, in Africa; the development of millenarian ideas such as the Xhosa Cattle-Killing Movement; the spread of anti-imperial, nationalist, and communist ideology in either area. For the twentieth century, students could examine the spread of the idea of human rights; the formation of new cultural identities, such as negritude; the ways religion was applied to political issues, such as fundamentalist movements and Liberation Theology; the increasing globalization of consumer culture. Any of these examples would need to be tied into the process of change and continuity, as would any background information that students provide to set up their essays.

A good essay moves beyond a mechanistic “beginning, middle, and end” format and provides solid chronological knowledge across the entire time period. Further, students should think about including dates in their essay to demonstrate that they have the ability to describe with some precision when continuity and change happened. Solid historical analysis explains the reason for or the impact of a specific continuity or a particular change, and a good essay provides specific discussion of cause and impact. For example, the statement “Nationalism grew in Africa in the twentieth century” is a solid piece of evidence about change, but tying this to a cause or effect would generate this superior analysis: “Nationalism grew in Africa, which led to the overthrow of European empires.”

An essay that effectively addresses world historical context might describe an extra-regional connection or a global process to explain continuity or change in cultural beliefs or practices. For this essay, students would need to focus on specific global links relative to the question, instead of focusing on a similar situation somewhere else in the world. For example, saying that “China and Brazil both had Jesuit missionaries” is a comparison, not a

connection. Arguing that “European Jesuit missionaries were proselytizing in South America and winning converts. This happened in China as well” does, however, draw an extra-regional connection because the term European Jesuits provides a specific reference showing how European practices affected South American beliefs.

A strong essay would demonstrate greater nuance and sophistication, including the relationship between change and continuity. It might note, for example, that a change in the early part of the long period covered in this question became a continuity for the rest of the period: The introduction of Christianity was a change in Latin America/the Caribbean, but then Christianity’s presence and expansion became a continuity. Similarly, nationalism developed as an ideology beginning in the eighteenth century, but it then became a continuity and has remained so through the present. A specific example of syncretism, such as vodun, could be introduced as a change when it first developed, but the process of the syncretism of different beliefs, ideas, or artistic forms is a continuity across the entire time period.

The best essays will be those that do all of this, engaging their own content knowledge with the specific framing of the question.

Part C: Comparative Essay

The comparative essay focuses on developments across at least two regions or societies. It relates to one of the five major themes in the course, such as state building, interactions between or among cultures, or economic systems. Comparative questions always require an analysis of the reasons for the identified similarities and differences. As in the previous continuity and change over time essay, students may have the opportunity to choose different cases for comparisons from among several options. And, also as in both of the previous essays, a variety of the historical thinking skills (such as argumentation, causation, and synthesis) are evaluated along with comparison.

The generic scoring guide for the comparative essay is below; following that, on the next two pages, are a sample comparative essay question, the directions that appear in the AP Exam booklet, and a discussion of “What Good Responses Should Include.”

Generic Core-Scoring Guide for AP World History Comparative Essay

Basic Core: Competence	Points	Historical Thinking Skills Assessed
1. Has acceptable thesis. (Addresses comparison of the issues or themes specified.)	1	<ul style="list-style-type: none"> ➤ Argumentation ➤ Comparison
2. Addresses all parts of the question, though not necessarily evenly or thoroughly. [Addresses most parts of the question; for example, deals with differences but not similarities.]	2 (1)	<ul style="list-style-type: none"> ➤ Argumentation
3. Substantiates thesis with appropriate historical evidence. [Partially substantiates thesis with appropriate historical evidence.]	2 (1)	<ul style="list-style-type: none"> ➤ Argumentation
4. Makes at least one relevant, direct comparison between/among societies.	1	<ul style="list-style-type: none"> ➤ Comparison
5. Analyzes at least one reason for a similarity or difference identified in a direct comparison.	1	<ul style="list-style-type: none"> ➤ Comparison ➤ Causation
Subtotal	7	Essay as a whole: Synthesis

Expanded Core: Excellence	Points	Historical Thinking Skills Assessed
Expands beyond basic core of 1–7 points. The basic score of 7 must be achieved before a student can earn expanded core points. Examples: <ul style="list-style-type: none"> ➤ Has a clear, analytical, and comprehensive thesis. ➤ Analyzes all parts of the question thoroughly (as relevant): comparisons, chronology, causation, connections, themes, interactions, content. ➤ Provides ample historical evidence to substantiate thesis. ➤ Relates comparisons to larger global context. ➤ Makes several direct comparisons consistently between or among societies. ➤ Consistently analyzes the causes and effects of relevant similarities and differences. 	0–2	<ul style="list-style-type: none"> ➤ Same skills as noted in basic core ➤ Other historical thinking skills may be demonstrated depending on the question
Subtotal	2	
TOTAL	9	

Note that the sample comparative essay below is slightly modified from the comparative essay on the 2010 AP World History Exam to make the topic of the question more closely align with the AP World History Curriculum Framework.

The time allotted for this essay is 40 minutes, 5 minutes of which should be spent planning and/or outlining the answer.

Directions: You are to answer the following question. You should spend 5 minutes organizing or outlining your essay. Write an essay that:

- Has a relevant thesis and supports that thesis with appropriate historical evidence.
- Addresses all parts of the question.
- Makes direct, relevant comparisons.
- Analyzes relevant reasons for similarities and differences.

3. Analyze similarities and differences in techniques of imperial administration in TWO of the following empires.

- Han China (206 B.C.E.–220 C.E.)
- Mauryan/Gupta India (320 B.C.E.–550 C.E.)
- Imperial Rome (31 B.C.E.–476 C.E.)

Alignment with Curriculum Framework		
Key Concept	Theme	Skill
2.1.II A , B, and D (page 32) 2.2 (page 34) 2.3.III B (page 39)	Theme 3: State-Building, Expansion, and Conflict	Argumentation Comparison Causation Synthesis

What Good Responses Should Include

A good response would analyze both similarities and differences in techniques of imperial administration in two of the stipulated empires [Han China (206 B.C.E. to 220 C.E.); Mauryan/Gupta India (320 B.C.E. to 550 C.E.), Imperial Rome (31 B.C.E. to 476 C.E.)].

Because the central task in this question is comparative and asks for both similarities and differences, acceptable thesis statements also need to be comparative, stating at least one similarity and at least one difference. Acceptable thesis statements also need to be explicit, not simply restatements of the question or vague statements such as “there were more similarities than differences.” They also need to be relevant to the time period.

A good response provides valid similarities and differences, substantiated by specific pieces of evidence from within the time period. Important similarities include centralized governments, elaborate legal systems,

administrative bureaucracies, the promotion of trade and food production, road-building, larger armies, and expanded systems of taxation. Important distinctions include: For Han China: a bureaucracy selected through a civil service examination; Confucian ideology about hierarchies; the idea of the Mandate of Heaven; regular diplomacy with peoples beyond their borders. For Rome: a uniform legal code; the promotion of a ruler cult, and later of Christianity; great concern with control of ocean-borne trade that brought in food. For India: the Mauryan emperor Ashoka's acceptance of Buddhism, which enhanced his position; public welfare projects paid for by the emperor; the more decentralized government of the Guptas. Good essays do not include evidence that is outside the time period or any of the stipulated empires, for example, discussion of the Roman Republic, Qin dynasty, Genghis Khan, Mansa Musa, or Akbar.

A good response could include information on technology, military history, religion, gender, disease, or other topics, but then needs to tie these to techniques of imperial administration, not simply discuss everything the student knows about the empires. For example, a good essay would say, "Both the Maurya/Gupta and the Romans used their armies to maintain control within their borders and to attack neighboring states." The statement "Both the Maurya/Gupta and the Romans had large armies and expanded their borders," while true, does not relate these developments to the topic of the question, techniques of imperial administration. Students should be told to make their connections clear, because readers will not infer that a particular essay demonstrates content knowledge that is not present in the plain language of the student response.

Students should be discouraged from constructing comparison questions by discussing one region as a block and then the other region as a block, loosely linked by a transitional sentence. That sentence might be the only comparison in the student's response, and if it is incorrect, the student is unable to earn any points for comparison, analysis, or addressing the question. Students should be discouraged from writing to a pre-existing format such as political, economic, social/cultural or PERSIA (Political, Economic, Religious, Social, Intellectual, Artistic). Students need to respond to the question asked — which, in this case, is political.

A good response provides analysis and uses this analysis as an explanation of a reason for a similarity or difference between techniques of imperial administration for the two empires. It thus links the historical thinking skills of comparison and causation, and does not simply provide a discussion of causation that involves only one of the empires. For example, a discussion of why the Roman Empire fell that does not link or compare this to why the other chosen empire fell is not appropriate analysis for this question.

A strong essay would go beyond the minimum on any of the core points. It could relate the techniques of imperial administration to larger global processes or apply relevant knowledge of other world regions, such as noting the ways in which invasions by pastoral nomads from central Asia put pressure on the administration of each of the three empires. It could consistently analyze cause and effect for the noted similarities and differences, such as pointing out that the religious toleration of both the Gupta emperors and (most of) the Roman emperors promoted loyalty to the empire and with it more regular payment of taxes. It could recognize nuance within empires, for example by pointing out that the techniques of Roman imperial administration were different in the city of Rome from those in the outlying provinces. It could discuss change over time, for example by discussing changing methods of imperial administration as the empires began to decline because of epidemic diseases, environmental damage, and external problems.

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