

INTRODUCTION

Learning without thought is labor lost;
though without learning is intellectual death.”

Confucius (551-479 B.C.E.)

No doubt you have heard of the man quoted above, since his legendary wisdom has played a significant role in shaping beliefs and events of human lives for many centuries. It is appropriate, then, that we begin this journey through the course of world history with his thoughts, even though the traditional ways that history has been taught and learned have not always been based on his advice. History is sometimes seen as an assortment of facts that students must memorize in order to pass an endless series of tests, a procedure that we might describe as “learning without thought,” and surely as “labor lost.” Yet thought must also reflect learning in order to escape “intellectual death.” How does a student achieve both learning *and* thought? That is the challenge of history well learned, and the curriculum of the AP World History course offers a balance between the two that provides a framework for thoughtful learning.

“World history” covers a lot of ground, both in terms of land space and time. How can one learn all of the history of humankind in one school year? Clearly that is an impossible task. However, it is possible to learn the broad “story” of humanity by using some tools that help to connect the parts of the story from beginning to end (or present). Once you know the plot, you are in a good position to learn the sub-plots that in turn help make sense of all the facts that support the overall story. This kind of learning with thought enables a life-long expansion of knowledge that gives history meaning that enriches the present and shapes the future.

TOOLS FOR LEARNING HISTORY

What are these magical tools that transform the study of history? We will begin with these:

- 1) **Think About the big picture** – Just when did world history begin? With the first civilization? With the first written records? With the first human beings? Or maybe with the creation of the earth...or even the universe! Really “big history” dwarfs the importance of our own era if we put it within the context of the history of the universe. Even though it is rather arbitrarily agreed that history begins with written records, that limited time line still means that the “story” of history is very big. It is important to identify “**marker events**” that make a difference in the course of history, and to distinguish them from the myriad of details that can make us feel that history is just a bunch of unrelated facts.
- 2) **Think about themes** – An important tool in organizing and understanding history is thinking about themes, or unifying threads, that may be separated, even though they often intertwine. The themes in the AP World History curriculum that may be followed throughout history are humans and the environment, cultures, political structures and power (government and politics), economic systems, and social structures.
- 3) **Think about chunks** – The study of world history becomes more manageable if you “chunk” it into different time periods, a process called **periodization**. History textbooks usually chunk content into regions, but periodization is much more than that. It requires a student to think cross-culturally about a time period and analyze interactions among societies, as well as changes in political, economic, or social arrangements within societies. Even though history is broken up into periods, you are still seeing the big picture because you are concerned with broad patterns and “marker events” that change the course of world history. Big picture events and trends that make one period distinct from another are generally cross-cultural in that they impact several areas of the world, and they also often create change in more than one theme area. For

A COSMIC CALENDAR: DECEMBER						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
Cambrian Explosion (burst of new life forms)		Emergence of first vertebrates	Early land plants		First four-limbed animals	Variety of insects begin to flourish
22	23	24	25	26	27	28
		First dinosaurs appear	First mammalian ancestors appear		First known birds	
29	30	31				
Dinosaurs wiped out by asteroid or comet		10:15 AM - Apes appear 9:24 PM - First human ancestors to walk upright 10:48 PM - Homo erectus appears 11:54 PM - Anatomically modern humans appear		11:59:45 PM - Invention of writing 11:59:50 PM - Pyramids built in Egypt 1 second before midnight - Voyage of Christopher Columbus.		

The Cosmic Calendar. Astronomer Carl Sagan was the first person to explain the history of the universe in one year as a “Cosmic Calendar” in his television series, *Cosmos*. He started New Years Day with the “Big Bang,” to give his viewers some idea of how old the universe is. Even our “big picture” view of human history is dwarfed by Sagan’s perspective.

Reference: <http://school.discoveryeducation.com>; *An Exploration with the American Museum of Natural History*

example, an international war (such as World War II in the 20th century) that not only challenges government structures and officials, but also brings about major economic and social class changes is likely to be a marker event. The AP World History curriculum chunks history into six periods, although other periodization patterns are possible.

- 4) **Think comparatively** – Another way to think thoughtfully about history is to analyze through comparison that makes use of the big picture, themes, and chunks (#1, 2, and 3 above). For example, you may be interested in comparing social class (a theme) in India and China between 600 and 1450 C.E. (chunk). If you think about how social class in the two societies is different as well as similar, you gain a better understanding of both than you would if you just learned about them separately. You may compare many categories in history: societies or regions, belief systems (such as Buddhism and Hinduism), economic systems (such as capitalism and communism), revolutions (such as the American and French Revolutions), or demographic patterns (such as different migrations of people from one area to another).
- 5) **Think about continuity and change over time** – To approach history as a story necessarily means that you must think about change over time. What happens in the beginning of the story? What events occur that make the story change? What happens in the middle of the story that is caused by something that occurred earlier? How do all the events and characters that interact throughout the story influence the ending? Every time you tell a story, you are making connections among its various parts. In the same way, history is much more meaningful if you make connections across time periods. What happened in Latin America during the period from 1450 to 1750 that shaped the events of the 19th century? What happened in the 19th century that shaped the 20th century? How have events and people during all three time periods interacted to help explain modern day news stories from Latin America? Just as importantly, you must think about continuity over time: despite the changes, what threads have remained the same?

AP WORLD HISTORY THEMES

Theme One: Humans and the Environment	This theme emphasizes demography (the science of human populations) as people migrate, settle, spread disease, and alter the environment through technology. Human interactions with their environment have impacted the course of world history in many ways.
Theme Two: Culture	This theme focuses on cultural influences that have shaped societies throughout history, including belief systems (such as religion, philosophies, and ideologies), science and technology, and the arts and architecture.
Theme Three: Government and Politics	This important theme throughout world history investigates government in various forms, including empires, nations, and regional and global organizations. It also includes a study of politics, or who wields power and how.
Theme Four: The Economy	A study of economic systems includes the many ways that people have made a living throughout history, such as agriculture, pastoralism, trade, commerce, and industry. This theme also investigates labor systems, and economic ideologies such as socialism and capitalism.
Theme Five: Social Structures	Social structures include gender roles, family and kinship, race, ethnicity, and social classes. These social structures have impacted the course of world history in very different ways than politics and economics, but their influence is equally as important.

AP World History Themes. Organizing history by themes helps you to follow continuities and changes over time and to compare different societies or regions within one time period.

- 6) **Think about perspective** – We will never know all the events that have occurred in the past because knowledge of many of them has not been passed on to later generations. No one thought to tell their children about these occurrences, and so remembrance of them ceased when individuals died. However, some people, places, and events are remembered, sometimes through stories told around the fireside at night, or often through written records. Historians look at all kinds of evidence in order to reconstruct the past, including physical evidence left behind, such as remnants of buildings, pottery, and clothing. In order to find out what really happened, a historian (or history student) needs many skills, including the ability to analyze **perspective**, or point of view. The slave's view is usually different from the slaveholder's, and the conqueror usually doesn't see things the same way as the conquered. If a historian finds a letter from a 16th-century European nobleman that praises his king, the historian must take into account the nobleman's point of view. To a historian, history is not a collection of static facts, but is an exciting, dynamic puzzle that must be interpreted and analyzed.
- 7) **Think about Causation** – Historical events always have effects on later happenings, and so it is important to analyze and evaluate the interaction of multiple causes and/or effects. A good historian understands which events are related and which are not, and so distinguishing among coincidence, causation, and correlation is an important skill to apply. A correlation exists when a change in one event or pattern coincides with a change in the other. Correlations are an indication that causality *may* be present; they do not necessarily indicate causation. Historical researchers seek to identify

the causal link among events and patterns by collecting and analyzing many kinds of data. Historians are interested in both short term and long term effects of events. For example, a short term effect of the French Revolution was the beheading of King Louis XVI. A long-term effect was to upset the balance of power in Europe and pave the way for new forms of government that transformed the continent.

8) Think about Contextualization – Historical thinking requires the connection of historical events and processes both to specific circumstances of time and place and also to broader processes. Whereas the broad context for world history is the world, the broad context for European history is Europe. However, these contexts often intertwine. For example, Europe's involvement in the two 20th century world wars cannot be understood without considering the wars within the context of world history. Likewise, regional movements within any continent must always be considered within the context of the continent as a whole.

HISTORICAL THINKING SKILLS

- 1. Using historical evidence to construct an historical argument** – In evaluating occurrences or influences from the past, historians must carefully use factual evidence to back their arguments. Or as Confucius implies, thought must be accompanied by specific learning.
- 2. Chronological reasoning** – Historians are better able to interpret the past if they understand how the topic they are studying has changed over time. They also must recognize, analyze, and evaluate continuity, or patterns that stay in place over a long period of time. Historians must be able to “chunk” history into different time periods (periodization) and identify “marker events” that change the course of history.
- 3. Comparison and contextualization** – Historians are better able to interpret the past if they compare societies, trends, and events across societies. Patterns that occur across the globe are often reflected in local events, and local events may stimulate global developments. Historians need to see the connections between them. Likewise, some ideas, beliefs, values, and norms are shared across cultures; others are unique to particular areas.
- 4. Interpretation and synthesis** – Historians must be able to interpret information provided in documents from the time period, paying particular attention to point of view. They must also analyze secondary historical sources and creatively fuse evidence from primary sources and secondary works in order to arrive at meaningful and persuasive understandings of the past.

These tools are emphasized throughout this book to build your knowledge of world history as you read, and to make the connections that will help you to remember the ever-changing but always interconnected story of the world.

Period	Period Title	Date Range	Weighting
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 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 Realignment	c. 1900 to the present	20%

Note: The weighting indicates the percentage of multiple-choice questions that appear on the Exam from each time period.

THE AP WORLD HISTORY EXAM

The College Board administers AP exams each May during a two-week period. The AP World History Exam is offered during this time. Starting in May 2017, significant changes were made to the exam, not only in periodization and thematic emphases, but also in question styles. Minor changes were put in place for the 2017-2018 school year, to be implemented beginning with the 2018 exam. The questions are based on the themes identified on page 8 of this book, and will require you to make use of the tools listed on pages 6-8. The exam consists of four parts, organized into two sections:

Section 1:

Part A: Multiple-choice questions (55 questions, 55 minutes); 40% **Part B:** Short answer questions (4 questions, 40 minutes); 20% (Choose between questions 3 and 4)

Section 2:

Part A: Document-based question (1 question, 60 minutes); 25% **Part B:** Long-essay question (1 question, 40 minutes); 15% Choose a question based on the same theme from one of these time periods: periods 1-2; periods 3-4; or periods 5-6).

Section I: Part A: Multiple-Choice Questions

The 55 multiple-choice questions test student knowledge of world history from 600 B.C.E. to the present. A number of questions may be cross-chronological or may combine themes. All of the following areas of history are included: political, social, cultural, intellectual, economic, and diplomatic. The questions are challenging. Some points to keep in mind about the multiple-choice section are:

- On the exam, the College Board no longer subtracts one-fourth of the number of questions answered incorrectly from the number of questions answered correctly. Since there is no penalty for guessing, it is advisable to answer all questions the best that you can.
- The questions are organized into sets of two to five questions that ask students to respond to a primary or secondary source. These sources may be quotations, cartoons, or charts. While a set may focus on a particular time period, the questions may ask students to make connections to other time periods.
- The multiple-choice questions require you to draw upon knowledge within the bounds of the curriculum framework, and each question will address one of the five "AP World History Themes" described on page 8. Most questions focus on one particular period of world history, but some ask you to make connections to the same thematic topic from another period. The questions assess your ability to interpret the stimulus material, but they also require outside knowledge of the historical issue at hand. This book provides many multiple-choice questions throughout that will help prepare you for Section I of the exam.

Section I, Part B: Short-answer questions

Part B consists of four short-answer questions that must be answered in 40 minutes. The first two questions are mandatory, but you may choose between questions three and four.

- Question one requires you to interpret secondary sources. The question is based on periods 3-6.
- Question two requires you to analyze a primary document or visual source. This question requires the skill of comparison or change over time. The question is based on periods 3-6.
- Question three is based on periods 1-3, and question four is based on periods 4-6. These questions require the skill of comparison or change over time, but you must not use the same skill as you did for question two. No stimulus is provided for these questions.

Short-answer questions are based on the thematic learning objectives for the course, but they do not require a thesis statement. Some questions have internal choices, but others do not.

Section II: Free-Response Questions

Section II consists of 2 free-response questions that must be answered in 100 minutes. Since you can allocate your time in any way you wish during this part of the exam, it is important to not get bogged down too long in either one of the questions. Otherwise, you will not have enough time to properly answer both questions. Part A is a document-based question (DBQ) that includes a period for reading and studying the documents and planning your essay, and a period for writing the essay (a total of 60 minutes). In Part B, you will answer your choice of ONE of three thematic questions in 40 minutes. The three options are all based on the same theme, but you choose from time periods (periods 1 and 2; periods 3 and 4; or periods 5 and 6). The questions ask you to use historical thinking skills to explain and analyze significant issues in world history. Both the DBQ and the thematic question require the development of a thesis or argument supported by relevant, specific historical evidence.

Part A: The Document-Based Question (DBQ)

The DBQ is designed not just to test your content knowledge, but also to measure your skills as an historian. The question is presented first, and is followed by a set of primary documents that must be read before the question can be answered. For example, look ahead to page 134 to see the DBQ for Unit Two. The question reads, “Using the documents, analyze similarities and differences in religious attitudes and traditions in civilizations from 600 B.C.E. to 600 C.E. Identify one additional type of document and explain briefly how it would help your analysis.” Since you haven’t read Unit Two yet, don’t worry if you can’t answer the question, but look at how it is worded. The question is followed by several documents, each written by an individual from the time period. Some DBQs may include photographs, paintings, charts, maps, or graphs about the particular topic. Your task is to come up with a thesis, and then back it with specific evidence from the documents. Imagine that you are an historian deeply involved in seeking the truth. Documents shed light on the truth, but each is only a small piece of the answer. How can you put them all together to come up with a solid thesis that provides insightful answers to the mysteries of the past? The DBQ exercise is meant to simulate the historian’s methods for interpreting the past.

Your response will be assessed according to a rubric with these basic guidelines:

- 1) **Thesis** – Answer the question, don’t just repeat it. A good thesis requires some judgment and interpretation of the evidence, and it must be squarely focused on the question. For example, in Unit Two’s question, your thesis should not just read, “Similarities and differences existed in religious attitudes during the period between 600 B.C.E. and 600 C.E.” A strong thesis would give an overview of what the similarities and differences were, and supporting paragraphs would provide the details of the nature of the similarities and differences.
- 2) **Contextualization and additional evidence** -You must include a substantial amount of outside factual information that supports your thesis, so you need to organize your existing knowledge of the topic before you start writing and using the documents. You must demonstrate specific outside knowledge – information not included in the documents – in order to score well on the DBQ. The argument must be framed within a broad historical context that is immediately relevant to the question.
- 3) **Evidence** - You must make use of the documents in your response. You may refer to each document in any way you like, but it must be clear to the reader which one you are addressing. For example, you may refer to documents by number (Document 1), by author, or by a brief description. You must demonstrate understanding of the documents, and the documents must be used to support the thesis. You may use a particular quote from the document, or simply describe which part of the document you are using to support your thesis. Do not quote extensively from the documents because it is too time consuming; just make sure that your references are clear. You will receive either 1 or 2 points for your supporting evidence – You earn 2 points for making use of at least six documents, or you earn 1 point for making use of at least three documents (see chart on page 15)
- 4) **Analysis and Reasoning** – These are the heart of the historian’s necessary skills. Look carefully at who wrote the document and when it was written, and critically evaluate how objective the author might be. For example, the documents for the DBQ for Unit Two (pp. 134-139) includes several documents written by people of different religions. You would expect them to have different religious attitudes, and yet you want to look for similarities, too. Clearly, all writers have their own points of view, so what they write will always be affected, even though what they have to say is usually still important to consider. Historians often look for evidence from different points of view to be sure that their analysis approximates what actually happened. Remember, you are seeking the truth, and documents should be evaluated for their reliability. On the exam, you will receive 1 point for explaining why the point of view of the author is relevant to your argument in at least three of the documents. For 2 points, you must demonstrate a complex understanding of the topic that is the focus of the question.

A Note about Grouping Documents – Don’t just list the documents and comment on each. You must group them in whatever ways make sense to you based on the question asked. Generally, there is no one formula for grouping. Instead, there is a range of possibilities. You may group chronologically, or you may group by region or culture or by theme. You may also group by authors that agree with one another. For example, for the Unit Two question, you might create one group according to views about the afterlife. Another group might be based on views of human relationships with supreme beings. Alternately, you might create a group based on concepts of what a supreme being (or beings) actually is. There is no one way to organize groups, but it is important that your groups are clearly identified. Again, imagine an historian separating documents into piles according to their point of view, or according to what aspect of the issue they are commenting on. For the DBQ, you must group in several ways, depending on the question.

DBQ RUBRIC		
A. THESIS (1 point)	The essay states a thesis that directly addresses all parts of the question.	The thesis must do more than restate the question and must consist of one or more sentences all in the same place, either in the introduction or the conclusion.
B. CONTEXTUALIZATION (1 point)	The essay must relate the topic to broader historical events, developments or processes.	The essay must clearly frame the topic within the context of the history surrounding it. A phrase or reference is not enough to earn the point.
C. EVIDENCE (0-3 points)	<p style="text-align: center;">Evidence from the documents</p> <p>1 point Uses the content of at least three documents to address the topic of the prompt.</p> <p>2 points Supports an argument in response to the prompt using at least six documents.</p> <p style="text-align: center;">Evidence beyond the documents</p> <p>1 point The essay uses at least one additional piece of specific historical evidence beyond that found in the documents that supports an argument about the prompt.</p>	<p>For one point, the essay must accurately describe (not simply quote) the content from at least three of the documents.</p> <p>For two points, the essay must accurately describe (not simply quote) the content from at least six documents. The essay must also use the content of the documents to support an argument in response to the prompt.</p> <p>For one point, the essay must describe the evidence, using more than a phrase or reference. This additional piece of evidence must be different from the evidence used to earn the point for contextualization.</p>
D. ANALYSIS AND REASONING (0-2 points)	<p>1 point For at least three documents, explains how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.</p> <p>1 point Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to support an argument that addresses the question.</p>	<p>The essay must explain how or why the document's point of view, purpose, historical situation, or audience is relevant to an argument for each of the three documents cited.</p> <p>A complex understanding may be demonstrated in a number of ways, such as:</p> <ul style="list-style-type: none"> • Analyzing multiple variables that affect the issue addressed in the prompt • Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple cases, or explaining both cause and effect • Explaining relevant connections within and across periods • Confirming the validity of an argument by corroborating multiple perspectives across themes • Qualifying or modifying an argument by considering diverse or alternative views or evidence.

PART B: Long Essay Question (35 Minutes)

For the long essay question, you will have a choice of two questions that explain and analyze significant issues in world history as defined by the thematic learning objectives. The questions will focus on topics that allow you to include any number of examples that you may use as evidence for your thesis. Each question will target one of the following historical thinking skills:

- Continuity and Change Over Time
- Comparison
- Causation

Make your choices carefully based on the topics you feel most comfortable writing about, and be sure that each essay meets the following criteria:

- **A relevant thesis** – It doesn't have to be complex, but the thesis must answer the question directly, and must not simply repeat the question.
- **Thorough answer** – Don't neglect to answer any part of the question. This means that it is important to read the question thoroughly, and in your planning outline, be sure to have a section for each part of the question.
- **Specific evidence** – You may choose to use any evidence that comes to mind, but it must directly substantiate your thesis and make your arguments more convincing. Clear, specific examples are usually helpful in coming up with successful arguments.
- **Clear, consistent, supportive organization** – A well-organized essay states a thesis clearly, and organizes supporting evidence clearly so that the reader can easily follow the main arguments. This criterion is best met if you outline your essay carefully before you actually begin to write.

HISTORICAL THINKING SKILLS



Continuity and Change Over Time



Comparison



Examining the Evidence



Marker Event



Original Document



Perspectives

LONG ESSAY QUESTION RUBRIC (6 points)		
A. THESIS (0-1 point)	The essay states a thesis that directly addresses all parts of the question.	The thesis must do more than restate the question and must consist of one or more sentences all in the same place, either in the introduction or the conclusion.
B. CONTEXTUALIZATION (0-1 point)	The essay describes a broader historical context relevant to the question.	The essay must clearly frame the topic within the context of the history surrounding it. A phrase or reference is not enough to earn the point.
C. EVIDENCE (0-2 points)	1 point OR 2 points The essay provides examples of evidence relevant to the topic of the question.	For one point, the essay must identify specific historical examples of evidence relevant to the topic of the question. For two points, the essay must use specific historical evidence to support an argument in response to the question.
D. ANALYSIS AND REASONING (0-2 points)	1 point OR 2 points The essay uses historical thinking skills (comparison, causation, change over time) to frame an argument that addresses the question.	For one point, the essay must demonstrate the use of historical reasoning to frame an argument, although the reasoning might be uneven or incomplete. For two points, the essay must demonstrate a complex understanding of the topic. A complex understanding may be demonstrated in a number of ways, such as: <ul style="list-style-type: none"> • Analyzing multiple variables that affect the issue addressed in the prompt • Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple cases, or explaining both cause and effect • Explaining relevant connections within and across periods • Confirming the validity of an argument by corroborating multiple perspectives across themes • Qualifying or modifying an argument by considering diverse or alternative views or evidence.

In addition, periodization is addressed with "Big Picture" features that highlight major concepts that distinguish one time period from another.



Throughout the book, world history themes are highlighted in these features:

WORLD HISTORY THEMES

	Humans and the Environment
	Culture
 Politics	Government and Politics
	The Economy
	Social Structures

These themes and tools for learning will help you to understand the broad “story” of the world as well as the sub-plots that in turn help make sense of the facts that support the overall story. Hopefully, your study of the past will prove Confucius right in his quote: “Learning without thought is labor lost. Thought without learning is intellectual death.”