Essential Questions for Advanced Placement World History

Chapter 1: From the Origins of Agriculture to the First River-Valley Civilizations, 8000-1500 B.C.E

1) Students will be able to describe and explain the ways in which early humans adapted to different environments and be able to differentiate between hunter-gatherer and food-producing economies.

2) Students will be able to describe and analyze the relationship between the development of different economies and their different social and cultural characteristics.

3) Students will be able to explain how the earliest civilizations developed in their challenging environments.

4) Students will be able to explain the connections between the organization of labor resources in early civilizations and their social and political structures.

5) Students will be able to assess and analyze the impact of the new technologies on the social development of early civilizations.
6) Students will be able to describe the development of social and political institutions and religious beliefs in the river-valley civilizations

7) Students will be able to describe the relationship between these institutions and beliefs and their respective environments.

Chapter 2: new Civilizations in the Eastern and Western Hemispheres, 2200-250 B.C.E

1) Students will be able to describe and compare (analyze) the responses of the peoples of early China, Nubia, Mesoamerica, and Central America to the challenges of their environments.

2) Students will be able to explain and compare the basis of power, status, and wealth in each of the societies studied in the chapter

3) Students will be able to discuss and explain the influence of older cultural centers on the development of Nubian society.

4) Students will be able to analyze change over time in China, Nubia, Mesoamerica, and Central America in terms of the significance of their varying environments; the roles of bronze, horses, and chariots; and the phenomenon of interdependence.

Chapter 3: The Mediterranean and Middle East, 2000-500 B.C.E.

1. Students will be able understand and explain how the environmental, technological, political, and cultural factors that led societies in the Mediterranean and Middle East to develop their distinctive institutions and values.
2. Students will be able identify the geographical locations and the fundamental characteristics and historical development of these societies and understand and explain the role of migrations in their development.

3. Students will be able compare the structure and the goals and analyze the wider influence of the Assyrian and the Carthaginian empires.

4. Students will be able explain and analyze why some of these societies were destroyed or assimilated, while others survived.

Chapter 4: Greece and Iran, 1000-300 B.C.E.

1. Students will understand the historical development and the economic basis of the Persian Empire, and explain the religious and political justifications for kingship and the mechanisms that the Persians developed for successful administration of their extensive and diverse empire.

2. Students will understand the geographical, economic, and technological bases and the social structure of Archaic and classical Greek civilization and analyze the causes of the political evolution that led to the *polis* and democracy.

3. Students will list, explain, and analyze the causes and effects of the struggle between Persia and Greece.

4. Students will analyze the significance and both the short- and long-term influence of Persian and Greek culture in the Mediterranean and western Asian worlds.

Chapter 5: An Age of Empires: Rome and Han China, 753 B.C.E. -600 C.E.

1. Students will analyze the causes of the rise, the stability, and the decline of the Roman and Han empires in terms of their respective geographical locations, natural resources, economic base, administrative structures, and ideological systems.
2. Students will be able to describe and explain the political evolution of the Roman state from the Republic to the principate, in relationship to how change was related to the growth of empire and questions of land ownership.

3. Students will be able to describe and explain the development of Christianity and explain how it became the dominant religion of the Roman Empire.

4. Students will be able to describe and explain the institution of emperorship and the respective roles of the gentry, the small landholders, peasants, and nomads in the history of Han China.

Chapter 6: India and Southeast Asia, 1500 B.C.E. -600 C.E.

1. Students will be able to analyze the historical forces that led to the complex society of ancient India.

2. Students will be able to describe and analyze the development and distinctive features of Indian religion, as well as the influence of Indian religion on South Asian culture.

3. Students will be able to understand and explain the process that led to the creation of the Mauryan and Gupta empires.

4. Students will be able to compare and contrast the Mauryan and Gupta empires.

5. Students will be able to compare and contrast the empires of Classical India with other Classical empires.
Chapter 7: Networks of Communication and Exchange, 300 B.C.E. - 600 C.E

1. Students will be able to identify, describe, and analyze the locations, participants, and major trade goods of the Silk Road, the Indian Ocean, and the trans-Saharan trade routes.
2. Students will be able to define the term Africanity and explain the development of Africanity in terms of the Bantu migrations.
3. Students will be able to analyze the relationship between environment, transportation technology, and trade along the Silk Road, Indian Ocean, and trans-Saharan trade routes.
4. Students will be able to list and explain the causes and the patterns of the spread of Buddhism and Christianity.
5. Students will be able to analyze and explain the rise of the "New Persians", how they interacted with the Byzantine Empire, and explain how this interaction set the stage for the expansion of the Muslims and Islam into the Middle East.

Chapter 8: The Rise of Islam, 600-1200

1. Students will be able to explain and analyze the important events in the development of Islam, the umma, and the three branches of Islam (Sunni, Shiite, and Sufi/Kharijite) and how the environment of the Middle East had an impact on its development.
2. Students will be able to identify and analyze the reasons for the rise and decline of the Umayyad and the Abbasid Caliphates.
3. Students will be able to identify and analyze the characteristics of Islamic civilizations, including the Shari'a, the role of cities in Islam, intellectual life, and the roles of women and slaves.

To be converted:
Chapter 9: Christian Societies Emerge in Europe, 600-1200

1. Students will be able to explain and analyze the political and economic development of Western Europe during the medieval period and undertake a critical analysis of the term *feudalism*.
2. Students will be able to explain and analyze the development and the significance of Roman Catholic dogma, the hierarchical system of the Roman church, and the monastic movement.
3. Students will be able to compare medieval Western society, politics, culture, and religion with those of the Byzantine Empire.
4. Students will be able to explain and analyze the roles of the Varangians, Vladimir I, and the Byzantine Empire in the rise of the Kievan state.
5. Students will be able to explain and analyze the possible causes of the European recovery of 1000-1200.
6. Students will be able to explain and analyze the causes of the Crusades and discuss their consequences in Europe and the Middle East.

Chapter 10: Inner and East Asia, 600-1200

1. Students will be able to explain and analyze the role of Buddhism and its relationship to the Tang state, and the reasons for and results of the backlash against Buddhism in the late Tang and Song periods.
2. Students will be able to discuss the history and the significance of the relationships between China and its neighbors, including Central Asia, Korea, Japan, and Vietnam.
3. Students will be able to explain a comparative analysis of the different roles of Buddhism in China, Tibet, Korea, and Japan.
4. Students will be able to explain and analyze the nature and significance of technological innovation in the Song Empire.
Chapter 11: Peoples and Civilizations of the Americas, 600-1500

1. Understand the ways in which the environment affected the development of the economies, politics, and culture of various parts of the Americas.
2. Name and describe the essential features of the classic-era and postclassic civilizations of Mesoamerica.
3. Know the locations and characteristics of the Anasazi, and Mississippian cultures.
4. Describe and compare the development of Mesoamerican and Andean civilizations, particularly the Aztec and Inca empires.

Chapter 12: Mongol Eurasia and Its Aftermath, 1200-1500

1. Students will be able to explain the caused of the magnitude and speed of the Mongol conquests.
2. Students will be able to describe the benefits that resulted from the integration of Eurasia in the Mongol Empire.
3. Students will be able to compare and contrast the effects of Mongol rule on Russia and the lands of Islam with the effects on East Asia.
4. Students will be able to identify points of continuity and discontinuity in the transition from Mongol to Ming rule of China.

Chapter 13: Tropical Africa and Asia, 1200-1500
1. Identify the location and fundamental environmental characteristics of the tropics and their environmental zones, including arid areas, rain forests, river valleys, savannas, plateaus, and mountainous regions, and explain how people made their livings in these various environmental zones.

2. Identify and compare the two Islamic empires of Mali and the Delhi Sultanate.

3. Describe the Indian Ocean and trade and identify the roles played in that trade by the Swahili city-states, Aden, Gujarat and the Malabar Coast, and Malacca.

4. Understand and give concrete examples of the ways in which trade and the spread of Islam changed the societies and cultures of places connected to each other through the trans-Saharan and Indian Ocean trade networks.

Chapter 14: The Latin West, 1200-1500

1. Students will be able to list and compare and contrast the causes and consequences of Europe’s fourteenth-century demographic disaster.

2. Students will be able to describe and explain the significance in world history of technological development and urbanization in the Latin West in the later Middle Ages.

3. Students will be able to describe and explain the ways in which the intellectual developments of the later Middle Ages reflected Westerners’ views of themselves and of their relationship to the past.

4. Students will be able to describe and explain the ways in which the Hundred Years War and the emergence of the “new monarchies” laid the foundations for the modern European state system.

5. Students will be able to describe and explain the social, political, economic, and religious movement called the Renaissance that took place in Western Europe from 1200-1500.
Chapter 15: The Maritime Revolution, to 1550

1. Students will be able to compare and contrast the routes, motives, and sailing technologies of those people who undertook global maritime expansion before 1450 to the routes, motives, and sailing technologies of the Portuguese and Spanish explorers of 1400-1550.

2. Students will be able to list and explain the environmental, technological, economic, and political factors that inspired Portugal and Spain to undertake voyages of exploration.

3. Students will be able to list and explain the reasons for the various different reactions of African and Asian peoples to the Portuguese trading empire.

4. Students will be able to describe and account for the Spanish ability to conquer a territorial empire in the Americas.

Chapter 16: Transformations in Europe, 1500-1750

1. Students will be able to summarize and explain how the religious reformation and dynastic rivalries further divided the people of Europe

2. Students will be able to describe how royal centralization increased the unity and power of Spain, France, and England.

3. Students will be able to summarize and explain how state policies with regard to economic growth and military reorganization, warfare, and diplomacy enabled northern European countries to move ahead of Spain.

4. Students will be able to summarize and explain the relationships among climate change, human-induced environmental change, and social change in Europe.

5. Students will be able to describe and analyze the ways in which witch-hunts, the Scientific Revolution, and the Enlightenment reflected different European views of the natural world and of human society.

6. Students will be able to summarize and explain how the arts flourished during an age of absolute monarchies.
Chapter 17: The Diversity of American Colonial Societies, 1530-1770

1. Students will be able to explain illustrate with concrete examples the ways in which the exchange of peoples, plants, animals, and diseases led to environmental, cultural, and economic changes in the Old World (Europe, Asia, and Africa) and particularly the New World.

2. Students will be able to make a comparative analysis of the economies and labor systems of the Portuguese, Spanish, French, and English colonies.

3. Students will be able to explain the causes and long-term implications of the different social structures and political institutions of the Spanish and English colonies.

4. Students will be able to summarize and explain the ways in which eighteenth-century economic growth and political reform in the Spanish, Portuguese, and English colonies undermined relations between the colonial powers and their American colonists.

Chapter 18: The Atlantic System and Africa, 1550-1800

1. Describe and give concrete illustrations of the effects of the Atlantic system on African, European, and American societies and their environments.

2. Understand the relationship between the spread of sugar plantations and the growth of the slave trade.

3. Describe capitalism and mercantilism, and explain their roles in the development of the Atlantic system.

4. Compare and account for the different roles and influence of the West and Islam in sub-Saharan Africa between about 1550 and 1800.
Chapter 19: Southwest Asia and the Indian Ocean, 1500-1750

1. Students will be able to list and explain the reasons how the Ottomans built and administered their territorial empire.
2. Students will be able to list and explain the rise of the Safavids and the role of Shi‘ite Islam in the development of Iranian identity under the Safavids.
3. Students will be able to explain and analyze the construction of the Mughal Empire in India and the relations among Islam, Hinduism, and Sikhism.
4. Students will be able to compare and contrast the internal and external factors that led to the decline of the Ottoman and Mughal empires and to the fall of the Safavids.
5. Students will be able to explain the roles of the Portuguese, Oman, and the Dutch in the development of trade in the Indian Ocean and Southeast Asia.

Chapter 20: Northern Asia, 1500-1800

1. Understand the roles of the Jesuits and the East India Companies in the development of cultural exchange and trade between Europe and Eastern Eurasia.
2. Use the concept of land-based empires to analyze the territorial expansion, the economic and political structures, and the foreign relations of the Russian and Qing empires.
3. Describe the causes and symptoms of the decline of the Qing state in the eighteenth century.
4. Describe the Tokugawa political system and explain why and how the decentralized political structure contributed simultaneously to economic growth and to the weakening of the Tokugawa state.
Chapter 21: Revolutionary Changes in the Atlantic World, 1750-1850

1. Students will be able to explain and analyze the economic and ideological causes of the American, the French, and the Haitian Revolutions.
2. Students will be able to discuss and compare the course of the American, the French, and the Haitian revolutions and analyze the reasons for and significance of the different outcomes of these three revolutions.
3. Students will be able to list and explain the successes and the shortcomings of the conservative reaction to the French Revolution as seen in the actions of the Congress of Vienna and the Holy Alliance.
4. Students will be able to list and explain the causes and results of agitation for the extension of democratic rights and national self-determination in Europe and the United States of America in the nineteenth century up to 1870.

Chapter 22: The Early Industrial Revolution, 1760-1851

1. Students will be able to list and explain the causes of the Industrial Revolution in England, Europe, and the United States.
2. Students will be able to describe and explain the technological innovations that spurred industrialization.
3. Students will be able to describe and explain the social, economic, and environmental impact of the Industrial Revolution and make connections between the impact of the Industrial Revolution and the ideological and political responses.
4. Students will be able to describe, analyze, and explain the relationship between the industrialized world and the nonindustrialized world as demonstrated in the cases of Russia, Egypt, and India.

1. Understand the causes and the process by which the Latin American states gained independence.
3. Explain and give concrete examples of how abolitionism, the movement for women’s rights, and immigration changed the nations of the Western Hemisphere.
4. Understand the relationship among industrialization, new technologies, economic growth, and the environment in the Western Hemisphere.

Chapter 24: Land Empires in the Age of Imperialism, 1800-1870

1. Describe and analyze the reasons for and the results of reform in the Ottoman Empire.
2. Understand the external and internal challenges that weakened the Qing Empire in the nineteenth century.
3. Explain how the Russian Empire maintained its status as both a European power and a Great Asian land empire.
4. Compare and offer explanations for the differences and similarities among the Ottoman, the Qing, and the Russian Empires in the nineteenth century.

Chapter 25: Africa, India, and the New British Empire, 1750-1870

1. Describe the development of new states and secondary empires in Africa, understand the relationship between these new states and secondary empires, and understand the role of Europeans in the decline of the slave trade and the rise of the "legitimate trade" from 1750 to 1870.
2. Understand the development of British rule in India, the contradictory policies (social reform versus support of tradition) of the raj, and the significance of the Sepoy Rebellion.

3. Understand the roles of technological change and market demand in the development of the New British Empire.

4. Describe and give concrete examples of the ways in which African, Asian, and Pacific peoples demonstrated the continued vitality of local cultures during this period.

Chapter 26: The New Power Balance, 1850-1900

1. Students will be able to describe and explain the development of new technologies and the world economy from 1850 to 1900 and make connections between these developments and social change in the industrialized nations.

2. Students will be able to describe and explain the concept of nationalism and give concrete examples of the development and uses of nationalism in Europe.

3. Students will be able to describe and explain the roles and weaknesses of the major nations of Europe from 1850 to 1900.

4. Students will be able to describe and analyze the emergence of Japan as a great power, and compare this newly emerging power with the European powers and with China.

Chapter 27: The New Imperialism, 1869-1914

1. Students will be able to describe and explain the concepts of New Imperialism and colonialism, and analyze them in terms of motives, methods, and their place in the development of the world economy and the global environment.
2. Students will be able to describe and explain the causes and reason for the “scramble for Africa” and use concrete examples to illustrate the process of colonization and reactions to colonization in Africa.

3. Students will be able to describe and analyze the process by which Central and Southeast Asia and the Pacific islands were brought under the domination of the great powers.

4. Students will be able to describe and analyze the causes and significance of free-trade imperialism in Latin America.

Chapter 28: The Crisis of Imperial Order, 1900-1929

1. Students will be able to list and explain the origins, conduct, and social and political effects of World War I in Europe, Africa, Asia, and the United States.

2. Students will be able to describe and analyze the causes and significance of the Russian Revolutions and Lenin’s policies in the Soviet Union.

3. Students will be able to compare the histories of Japan and China from 1900 to 1929 and offer explanations for the differences in the destinies of these two nations.

4. Students will be able to describe and assess the significance of the ways in which World War I and the Mandate System affected Turkey and the Middle East.

5. Students will be able to describe and explain the ways in which World War I, economic growth, technological change, and scientific advances led to social and cultural change in Western Europe and North America from 1918 to 1929.

Chapter 29: The Collapse of the Old Order, 1929-1949
1. Students will be able to list and explain the Stalinist Revolution and describe Stalin’s strategy for achieving rapid industrialization.

2. Students will be able to list and analyze the causes and consequences of the Depression and relate them to the rise of fascism in Italy and Germany.

3. Students will be able to list and explain the causes and the consequences of World War II in Europe and in the Asia-Pacific theater.

4. Students will be able to describe and explain the significance of changes in the character of warfare in World War II.

Chapter 30: Striving for Independence: India, Africa, and Latin America, 1900-1949

1. Describe the effects of colonial rule in Africa between 1900 and 1949, and analyze the relationship among the effects of colonial rule, the World Wars, and the Depression, and the beginnings of the independence movement in Africa.

2. Understand the development of the Indian independence movement from 1905 to 1947 and explain the roles of Mohandas Gandhi and of Muhammad Ali Jinnah.

3. Understand the broad outlines of the Mexican Revolution and the economic policies of Lazaro Cardenas.

4. Discuss the economic and political evolution of Argentina and Brazil from 1900 to 1949, and compare these two countries to Mexico.

Chapter 31:

1. Understand the causes of the Cold War and its political and environmental consequences for Europe, Asia, Africa, Latin America, and the two superpowers.
2. Understand the process of decolonization and illustrate the variations in that process by reference to concrete examples.

3. Understand the challenges of nation building and compare the problems and the nation-building strategies of particular developing countries.

4. Describe and analyze the reasons for the various ways in which the Third World states, China, Japan, and the Middle East were both affected by and took advantage of the Cold War.

Chapter 32: The End of the Cold War and the Challenge of Economic Development and Immigration, 1975-2000

1. Understand the dynamics of Latin American, Middle Eastern, and Asian political and economic development from about 1975 through the 1990s.

2. Describe and discuss the reasons for and significance of the collapse of the bipolar system.

3. Compare and discuss the significance of the demographic trends in the developed and the developing worlds in the last half of the twentieth century.

4. Discuss and analyze the relationships among technological development, global trade, global and regional inequality, and environmental degradation in the latter half of the twentieth century.

Chapter 33: Globalization in the New Millennium

1. Discuss the main benefits and dangers of growing political, economic, and cultural integration.

2. Discuss the role of religious beliefs and secular ideologies in the contemporary world.

3. Discuss the way in which technology has contributed to the process of global interaction.