**AP World History Review**

When writing an essay, use WADE (While…, Although…, Despite…, Even though…) to form your argument and jot down specific evidence you would include in the body paragraphs to support each argument. For example:

**Step 1: Write out your WADE sentence(s).**

**Example:**

Analyze changes and continuities in your schooling experiences between 2013 and 2016.

A shorter version would be this:

While there were many changes in my schooling between 2013 and 2016 such as changing schools because I went from middle to high school, and classes getting harder because I began taking AP classes, one thing that remained the same was that I kept my same friends because my family did not move.

**Step 2: List evidence you would use for each argument (each roadmap)**

R-1 evidence =

R-2 evidence =

R -3 evidence=

Key Concept 1.2 and 1.3

**Period 1 (8,000 – 600 B.C.E.)**

Write a thesis and list specific evidence for your arguments for each of the following questions.

1. Analyze technological and political changes and continuities between 10,000 B.C.E. and 600 B.C.E. Be sure to include their impact.

Key Concept 2.1.

1. Compare new religious beliefs that developed between 3000, B.C.E. and 600 B.C.E. in TWO of the following regions:

The Middle East

South Asia

Persia

Key Concept 2.2, III. A

**Period 2 (600 B.C.E. – 600 C.E.) Imperial cities and their function.**

**Directions:**

Fill in the following charts of empires and states, their imperial cities and the region they were located in.

1. Under their function you may choose: center of political administration, religious rituals or trade, or all of the above.

2. Under state or empire you may choose: Persian empires, Qin and Han empires, Mauryan and Gupta empires, Phoenician colonies, Greek city-states and colonies, Hellenistic empire, Roman empire, Teotihuacan, Maya city-states, Moche civilization, Chaco and Cahokia civilizations.

3. Under region you may choose from: The Middle East, East Asia, South Asia, North America, Mesoamerica, South America, The Mediterranean Basin (includes Europe and North Africa)

|  |  |  |  |
| --- | --- | --- | --- |
| Imperial City: | Function it served: | State or Empire it was from: | Region: |
| Persepolis |  |  |  |
| Chang’an |  |  |  |
| Pataliputra |  |  |  |
| Athens |  |  |  |
| Carthage |  |  |  |
| Rome |  |  |  |
| Alexandria |  |  |  |
| Constantinople |  |  |  |
| Teotihuacan |  |  |  |

Key Concept 2.3, IV, B.

**Directions:**

The Roman, Han, Persian, Mauryan and Gupta empires collapsed between 200 and 600 C.E. due to internal and external reasons. To help you explain external reasons, match the empire with the group(s) that invaded them.

Empires of the Classical Era:

The Roman Empire (Mediterranean Basin – Europe)

The Gupta Empire (South Asia – India)

The Han Empire (East Asia – China)

Invading Groups:

Anglo-Saxons White Huns The Franks

The Xiongnu Germanic Tribes Ostrogoths

Visigoths The Huns

Key Concept 2.3, I, II, III AND 3.1, I, A – Trade between 200 C.E. and 1450 C.E.

**Directions:**

Match the trade route with the features listed.

|  |  |  |  |
| --- | --- | --- | --- |
| Trade Route | Regional (localized), Interregional or Global | Direction of movement of commodities, cultures and diseases. From where to where? | Impact: |
| Eurasian Silk Roads |  |  |  |
| Mediterranean Sea Lanes |  |  |  |
| The Americas |  |  |  |
| Oceania |  |  |  |
| Trans-Saharan caravan routes |  |  |  |
| Indian Ocean sea lanes |  |  |  |

Use the items below to fill in the chart above. You may use some items more than once.

Cotton textile salt turquoise the rise of Ghana

Olives and olive oils ivory lateen sails the decline of the Han Dynasty

Pastoralist nomads measles llamas the stirrup

Buddhism dhow ships gold the decline of the Roman Empire

Smallpox silk spices glassware

Christianity Hinduism Manichaeism junks

Islam ivory camels the rise of Swahili states

Slaves wine monsoons pearly oyster shells

Maize Timbuktu Hangzhou Venice

Calicut Melaka (Malacca) Porcelain Tenochtitlan

A Muslim diaspora a Jewish diaspora gunpowder Indian mathematics

Key Concepts 3.2 and 3.3

**Directions:**

In preparation for a CCOT on new states, new forms of economic production (includes trade, agriculture and manufacturing) and new forms of labor systems (includes coerced and free) between 600 and 1450, fill in the chart below using the key terms provided.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| New states: | Region: | A continuity: | New elites: | New tax system | New trading system | New agricultural techniques | New labor system: |
| Byzantine Empire |  |  |  |  |  |  |  |
| Islamic Caliphates:  Umayyad and Abassids |  |  |  |  |  |  |  |
| Chinese dynasties: Sui, Tang and Song |  |  |  |  |  |  |  |
| Mayans |  |  |  |  |  |  |  |
| Mongols |  |  |  |  |  |  |  |
| Shogunates |  |  |  |  |  |  |  |
| Aztecs and Incas |  |  |  |  |  |  |  |
| Sultanates |  |  |  |  |  |  |  |
| The rise of feudalism |  |  |  |  |  |  |  |

The *bezant* Kamakura waru waru agriculture the mit’a

Religion Popes Golden Horde tributary systems

Land-owning elites il-khanate decentralized hillside terracing

City-states jizya *sakk*, (check) letters of credit a/k/ “flying cash”

ulama Hangzhou samurai caesaropapism

Chang’an Baghdad Delhi Turkish rulers military elites

Footbinding chinampas *corpus iuris civiles (*Body of the Civil Law)

Banking patriarchy scholar-gentry elites iconoclasm

neo-Confucianism Constantinople guilds serfdom

Khubilai Khan centralized Yuan Dynasty the Hanseatic League

priestly class quipu aristocrats/land-owning elites

CCOT Essay:

**Directions:**

Write a thesis and list supporting evidence for your arguments for each of the following questions.

Analyze continuities and changes in economic production and labor systems between 600 and 1450. Be sure to give specific examples from at least TWO different world regions and the names of the states within which they were occurring.

Comparative Essay:

Analyze similarities and differences in the rise of new states in TWO of the following regions between 600 and 1450.

The Middle East

Central Asia

Western Europe

East Asia

The Americas

Congrats – you have covered almost 50% of the exam!!!

**Period 4 (1450 – 1750)**

Key Concept 4.1 and 4.2, II

**Directions:**

Create the following 4 “must-use” list from the key terms/phrases below:

1. Must-use items to describe causes or factors leading to European exploration:
2. Must-use items to describe the process of European colonization:
3. Must-use items to describe the process of European control of trading ports along the Indian Ocean:
4. Must-use items to describe the impact of European colonization of the Americas:

**Choose from the following:**

New coerced labor systems the caravel mercantilism

maize Spanish mit’a system indentured servitude

sugar Henry the Navigator silver

the astrolabe smallpox Chattel slavery

Encomienda system royal chartered European monopoly companies

measles cash crops influenza

horses the rise of the Ottomans potatoes

Staple crops plantation economy spread of Christianity

trade winds hacienda system joint stock companies

Key Concept 4.2, III

**Directions:**

Write a CCOT body paragraph defending the following change-over-time argument and using the key-terms below:

Between 1450 and 1750, new social and political elites rose to power, which also led to changes in gender, ethnic and racial hierarchies.

* Make sure to identify the state and region for each group
* List specific individuals (proper names)
* Define/describe each IN YOUR OWN WORDS, in one sentence

The nobility czars the gentry

The Manchus mulattoes urban entrepreneurs (capitalists)

Creoles zamindars peninsulares

Absolutist monarchs daimyo serfs

Mestizos Huguenots African slaves

Las Castas

Key Concept 4.3

**Directions:**

Fill in the following chart in preparation for a comparative essay based on the following idea:

Rulers used a variety of methods to legitimize (secure, convince others to obey them) and consolidate (centralize, bring together) their power.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| State: | Region: | Technology used for imperial expansion | Use of religion: | Use of art and architecture: | Use of bureaucratic and military elites | Use of tribute collection or tax farming |
| France |  |  |  |  |  |  |
| Safavid  Empire |  |  |  |  |  |  |
| Aztec  Empire |  |  |  |  |  |  |
| Ming and Qing Dynasties |  |  |  |  |  |  |
| Ottoman Empire |  |  |  |  |  |  |
| Russian Empire |  |  |  |  |  |  |
| Mughal Empire |  |  |  |  |  |  |
| Spanish Empire in the Americas |  |  |  |  |  |  |

Use these terms to fill in the chart above:

Human sacrifice dhimmis theocracy

devshirme Cossacks Shiism

Taj Mahal examination system “*Republica de Indios”*

Aurangzeb Versailles millets

bannermen Akbar yasak (tribute paid in furs)

absolutism Peter the Great jizya

kow tow imperial portraits gunpowder

**Period 5 (1750 – 1914)**

Key Concept 5.1, I, III, IV, V, VI

Between 1750 and 1914, some states underwent the process of industrialization. In the West, this occurred under capitalist economies so individual capitalists played a leading role in starting up the first industries, factories. In non-western regions, the state funded industrialization.

**Directions:**

Place the terms below in one of the following categories to help you explain industrialization between 1750 and 1900.

First industrial revolution 1750s and Second Industrial Revolution 1850s

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| New industrialized states | Causes/factors leading to industrialization | Examples of industrialization | Social effects of industrialization | Examples of a capitalism driving industrialization | Responses to industrial problems: |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| List here states attempting to industrialize by 1914 and specific reforms towards modernization (industrialization): | | | | | |

Adam Smith natural deposits of iron and coal stable governments

The bourgeoisie (middle class) The Ottoman Empire Japan

Qing Dynasty classical liberalism (economic liberalism) France

urbanization the proletariat (working class) population increase

Specialization of labor electricity steel

The U.S. steam engines textile industries

Russia Britain utopian socialism

Germany railroads child labor

Rivers/canals Marxism/communism state-sponsored industries

Abolition of serfdom Crimean War Russo-Japanese War

Key Concept 5.1, II and 5.2

Industrialization led to imperialism, the process of controlling overseas territories and/or markets, because industrialists needed to secure raw materials for their factories as well as expand their consumption markets. This led to states protecting their overseas business interests. Imperialism was also fueled by nationalism, Social Darwinism and the spread of Christianity. Therefore, imperialism led to new patterns of global trade because many non-imperialized states came under the control of imperialist powers, which took over their control of foreign trade.

**Directions:**

Place the terms below in one of the categories below to help you explain imperialism between 1750 and 1900.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Raw materials: | Exported from (may be more than one – include region): | Imported to  (include region): | Usefulness/  Purpose: | Examples of imperialism under which trade is occurring: |
| Cotton |  |  |  |  |
| Rubber |  |  |  |  |
| Palm oil |  |  |  |  |
| Sugar |  |  |  |  |
| Opium |  |  |  |  |
| Copper |  |  |  |  |
| Beef |  |  |  |  |
| Gold and diamond |  |  |  |  |
| Cocoa (chocolate) |  |  |  |  |
| silver |  |  |  |  |

Tanzimat Reforms Mexico Egypt South Africa

The Belgian Congo Meiji Reforms Self-Strengthening Movement Brazil

S.E. Asia (Indonesia) Argentina India tea

Haiti and Cuba Ottoman Empire Sub-Saharan Africa silk

Capitulations of the Ottoman Empire unequal treaties middle class values Canton System

Needed for electrical industries bicycle and automobile tires British/U.S. investments British colony

spheres of influence middle class consumerism Dutch colony Opium Wars

Key Concept 5.3

Enlightenment ideas followed the Scientific Revolution in that it applied a rational approach to studying social, political and economic systems as well as the role of religion, in the hopes of reforming them. This led to revolutions on both sides of the Atlantic Ocean.

Directions:

Write a thesis and list at least 3 specific pieces of evidence for each argument for each of the following questions.

Compare the impact of nationalism in Europe with the impact of nationalism in one of the following regions between 1750 and 1900.

East Asia

South Asia

Compare the causes, nature and impact of TWO of the following revolutions. Make sure to include the role of Enlightenment ideas.

American Revolution

French Revolution

Haitian Revolution

Latin American Revolutions

Key Concept 5.4

Between 1750 and 1900, new interregional and rural to urban migration patterns developed due to the new global, capitalist economies.

**Directions:**

Use the terms below to fill in the chart.

|  |  |  |  |
| --- | --- | --- | --- |
| Migrants = forced, semi-coerced or free migration? | Migrating to: | Reason: | Response from natives: |
| African slaves |  |  |  |
| Chinese indentured servants |  |  |  |
| Indian indentured servants |  |  |  |
| Lebanese Merchants |  |  |  |
| Convict laborers |  |  |  |
| Europeans |  |  |  |
| Which of the following migration pattern was a continuity from the period era but ended between 1750 and 1900.  Identify and explain how it ended in 3 – 5 sentences. | | | |

Chinese Exclusion Acts males pull factor Australia

Plantation work females penal colonies industrial, factory jobs

The building of railroads push factor

Key Concept 6.2, IV

**Directions:**

Fill in the chart below:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Conflict: | Countries involved/alliances: | Technology Used/ Cities w/casualties/  Genocide: | Causes: | Results: | Role of colonies |
| World War I (WWI) |  |  |  |  |  |
| World War II (WWII) |  |  |  |  |  |
| The Cold War |  |  |  |  |  |

**Key Terms:**

Nationalism U.N. Armenians Airplanes Jews

Communism Mandate System Britain Dresden Atomic bomb

Fascism Japan France Firebombing Hiroshima

Nanjing/Nanking ideological differences arms race expansionism alliance system

Treaty of Versailles Germany U.S. Soviet Union Trench warfare

**Directions:**

Write a thesis and list specific evidence for your arguments for the following question.

Analyze similarities and differences in the collapse of empires and the restructuring of states between 1914 and 1990 in Asia and Africa. Be sure to talk about specific states.

Key Concept 6.3, I, II, III and IV

**Directions:**

Write a thesis and list specific evidence for your arguments for each of the following questions:

1. Compare how TWO of the following states responded to economic challenges of the twentieth century.

Russia

China

Italy

The U.S.

1. Analyze changes and continuities in regional and global political and economic interconnectedness of states between 1914 and the present.