

AP WORLD HISTORY

UNIT 1

The Global Tapestry

c. 1200 to c. 1450



8–10%
AP EXAM WEIGHTING



~10–13
CLASS PERIODS

The icon consists of a white circle containing a blue square with the letters 'AP' in white. Below the square is a small blue horizontal bar with two white vertical lines extending downwards from its center, resembling a computer monitor or a stylized 'A'.

Remember to go to [AP Classroom](#) to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

Personal Progress Check 1

Multiple-choice: ~15 questions

Short-answer: 2 questions

- Primary source (partial)
- Primary source (partial)

Free-response: 1 question

- Long essay (partial)

UNIT
1

8–10% AP EXAM WEIGHTING

~10–13 CLASS PERIODS

The Global Tapestry

c. 1200 to c. 1450

UNIT AT A GLANCE

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods
GOV, CDI, ECN	1.1 Developments in East Asia from c. 1200 to c. 1450	Continuity and Change	4.A Identify and describe a historical context for a specific historical development or process.	~10–13 CLASS PERIODS
CDI, GOV, TEC	1.2 Developments in Dar al-Islam from c. 1200 to c. 1450	Causation	1.A Identify and describe a historical concept, development, or process.	
CDI, GOV	1.3 Developments in South and Southeast Asia from c. 1200 to c. 1450	Comparison	3.A Identify and describe a claim and/or argument in a text-based or non-text-based source.	
GOV	1.4 State Building in the Americas	Continuity and Change	3.B Identify the evidence used in a source to support an argument.	
	1.5 State Building in Africa	Continuity and Change	1.B Explain a historical concept, development, or process.	

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UNIT AT A GLANCE *(cont'd)*

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods
				~10–13 CLASS PERIODS
CDI, GOV, SIO	1.6 Developments in Europe from c. 1200 to c. 1450	Causation	1.A Identify a historical concept, development, or process.	
	1.7 Comparison in the Period from c. 1200 to c. 1450	Comparison	6.A Make a historically defensible claim.	
	Go to AP Classroom to assign the Personal Progress Check for Unit 1. Review the results in class to identify and address any student misunderstandings.			

SAMPLE INSTRUCTIONAL ACTIVITIES

The sample activities on this page are optional and are offered to provide possible ways to incorporate instructional approaches into the classroom. Teachers do not need to use these activities and are free to alter or edit them. The examples below were developed in partnership with teachers from the AP community to share ways that they approach teaching some of the topics in this unit. Please refer to the Instructional Approaches section beginning on p. 171 for more examples of activities and strategies.

Activity	Topic	Sample Activity
1	1.2	<p>Questioning a Text</p> <p>Using a section of the textbook, have students brainstorm words or phrases that they associate with the title, subheadings, pictures, graphics, and bold words in the section. Then have them complete the following steps: Predict four questions about cause and effect that the text might answer. Read the section and answer the questions. Cross out questions that cannot be answered and replace with new ones. Skim the text again and answer the new questions.</p>
2	1.3	<p>Graphic Organizer</p> <p>Assign an excerpt from a secondary source like <i>Southeast Asia in World History</i> by Craig A. Lockard (available on World History Connected). Ask students to read the document silently. Then have them complete the following steps: With a partner, choose a graphic organizer that represents the structure of the author’s argument. Reread the document and organize the information learned on the graphic organizer. Individually, write a summary of the graphic organizer. Start with “According to the author . . .”</p>
3	1.4	<p>Close Reading</p> <p>Assign a short excerpt of Bernal Diaz del Castillo’s description of Tenochtitlan. As students read, ask them to highlight evidence that supports the author’s claim that Tenochtitlan was a large, well-organized metropolis.</p>
4	1.7	<p>Think-Pair-Share and Debriefing</p> <p>In pairs, assign students two of the regions addressed in this unit. Ask them to individually complete a Venn diagram comparing how the governments of each region developed and maintained power. Have students share their diagrams with their partner and work together to write a claim about similarities in the process of state formation. Ask a few students to volunteer to share their claims. Debrief by discussing the strengths and areas for improvement for each claim with the class.</p>



Unit Planning Notes

Use the space below to plan your approach to the unit. Consider how you want to pace your course and methods of instruction and assessment.

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SUGGESTED SKILL

 Contextualization

4.A

Identify and describe a historical context for a specific historical development or process.

TOPIC 1.1

Developments in East Asia from c. 1200 to c. 1450

Required Course Content

THEMATIC FOCUS

Governance **GOV**

A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.

LEARNING OBJECTIVE

Unit 1: Learning Objective A

Explain the systems of government employed by Chinese dynasties and how they developed over time.

HISTORICAL DEVELOPMENTS

KC-3.2.I.A

Empires and states in Afro-Eurasia and the Americas demonstrated continuity, innovation, and diversity in the 13th century. This included the Song Dynasty of China, which utilized traditional methods of Confucianism and an imperial bureaucracy to maintain and justify its rule.

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THEMATIC FOCUS

Cultural Developments and Interactions **CDI**

The development of ideas, beliefs, and religions illustrates how groups in society view themselves, and the interactions of societies and their beliefs often have political, social, and cultural implications.

LEARNING OBJECTIVE

Unit 1: Learning Objective B

Explain the effects of Chinese cultural traditions on East Asia over time.

HISTORICAL DEVELOPMENTS

KC-3.1.III.D.i

Chinese cultural traditions continued, and they influenced neighboring regions.

KC-3.1.III.D.ii

Buddhism and its core beliefs continued to shape societies in Asia and included a variety of branches, schools, and practices.

THEMATIC FOCUS

Economics Systems **ECN**

As societies develop, they affect and are affected by the ways that they produce, exchange, and consume goods and services.

LEARNING OBJECTIVE

Unit 1: Learning Objective C

Explain the effects of innovation on the Chinese economy over time.

HISTORICAL DEVELOPMENTS

KC-3.3.III.A.i

The economy of Song China became increasingly commercialized while continuing to depend on free peasant and artisanal labor.

KC-3.1.I.D

The economy of Song China flourished as a result of increased productive capacity, expanding trade networks, and innovations in agriculture and manufacturing.

ILLUSTRATIVE EXAMPLES

Cultural traditions:

- Filial piety in East Asia
- Influence of Neo-Confucianism and Buddhism in East Asia
- Confucian traditions of both respect for and expected deference from women
- Chinese literary and scholarly traditions and their spread to Heian Japan and Korea

Branches of Buddhism:

- Theravada
- Mahayana
- Tibetan

Technological innovations:

- Champa rice
- Transportation innovations, like the Grand Canal expansion
- Steel and iron production
- Textiles and porcelains for export

SUGGESTED SKILL

 *Developments and Processes*

1.A

Identify and describe a historical concept, development, or process.



ILLUSTRATIVE EXAMPLES

New Islamic political entities:

- Seljuk Empire
- Mamluk sultanate of Egypt
- Delhi sultanates

TOPIC 1.2

Developments in Dar al-Islam from c. 1200 to c. 1450

Required Course Content

THEMATIC FOCUS

Cultural Developments and Interactions **CDI**

The development of ideas, beliefs, and religions illustrates how groups in society view themselves, and the interactions of societies and their beliefs often have political, social, and cultural implications.

LEARNING OBJECTIVE

Unit 1: Learning Objective D

Explain how systems of belief and their practices affected society in the period from c. 1200 to c. 1450.

HISTORICAL DEVELOPMENTS

KC-3.1.III.D.iii

Islam, Judaism, Christianity, and the core beliefs and practices of these religions continued to shape societies in Africa and Asia.

THEMATIC FOCUS

Governance **GOV**

A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.

LEARNING OBJECTIVE

Unit 1: Learning Objective E

Explain the causes and effects of the rise of Islamic states over time.

HISTORICAL DEVELOPMENTS

KC-3.2.I

As the Abbasid Caliphate fragmented, new Islamic political entities emerged, most of which were dominated by Turkic peoples. These states demonstrated continuity, innovation, and diversity.

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LEARNING OBJECTIVE

Unit 1: Learning Objective E

Explain the causes and effects of the rise of Islamic states over time.

HISTORICAL DEVELOPMENTS

KC-3.1.III.A

Muslim rule continued to expand to many parts of Afro-Eurasia due to military expansion, and Islam subsequently expanded through the activities of merchants, missionaries, and Sufis.

THEMATIC FOCUS

Technology and Innovation **TEC**

Human adaptation and innovation have resulted in increased efficiency, comfort, and security, and technological advances have shaped human development and interactions with both intended and unintended consequences.

LEARNING OBJECTIVE

Unit 1: Learning Objective F

Explain the effects of intellectual innovation in Dar al-Islam.

HISTORICAL DEVELOPMENTS

KC-3.2.II.A.i

Muslim states and empires encouraged significant intellectual innovations and transfers.

ILLUSTRATIVE EXAMPLES (CONT'D)

Innovations:

- Advances in mathematics (Nasir al-Din al-Tusi)
- Advances in literature (A'ishah al-Ba'unyyah)
- Advances in medicine

Transfers:

- Preservation and commentaries on Greek moral and natural philosophy
- House of Wisdom in Abbasid Bagdad
- Scholarly and cultural transfers in Muslim and Christian Spain

SUGGESTED SKILL

 *Claims and Evidence in Sources*

3.A

Identify and describe a claim and/or argument in a text-based or non-text-based source.



ILLUSTRATIVE EXAMPLES

Beliefs and practices:

- Bhakti movement
- Sufism
- Buddhist monasticism

Hindu/Buddhist states:

- Vijayanagara Empire
- Srivijaya Empire
- Rajput kingdoms
- Khmer Empire
- Majapahit
- Sukhothai kingdom
- Sinhala dynasties

TOPIC 1.3

Developments in South and Southeast Asia from c. 1200 to c. 1450

Required Course Content

THEMATIC FOCUS

Cultural Developments and Interactions **CDI**

The development of ideas, beliefs, and religions illustrates how groups in society view themselves, and the interactions of societies and their beliefs often have political, social, and cultural implications.

LEARNING OBJECTIVE

Unit 1: Learning Objective G

Explain how the various belief systems and practices of South and Southeast Asia affected society over time.

HISTORICAL DEVELOPMENTS

KC-3.1.III.D.iv

Hinduism, Islam, and Buddhism, and their core beliefs and practices, continued to shape societies in South and Southeast Asia.

THEMATIC FOCUS

Governance **GOV**

A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.

LEARNING OBJECTIVE

Unit 1: Learning Objective H

Explain how and why various states of South and Southeast Asia developed and maintained power over time.

HISTORICAL DEVELOPMENTS

KC-3.2.I.B.i

State formation and development demonstrated continuity, innovation, and diversity, including the new Hindu and Buddhist states that emerged in South and Southeast Asia.

TOPIC 1.4

State Building in the Americas

Required Course Content

THEMATIC FOCUS

Governance **GOV**

A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.

LEARNING OBJECTIVE

Unit 1: Learning Objective I

Explain how and why states in the Americas developed and changed over time.

HISTORICAL DEVELOPMENTS

KC-3.2.I.D.i

In the Americas, as in Afro-Eurasia, state systems demonstrated continuity, innovation, and diversity, and expanded in scope and reach.

SUGGESTED SKILL

 *Claims and Evidence in Sources*

3.B

Identify the evidence used in a source to support an argument.



ILLUSTRATIVE EXAMPLES

State systems in the Americas:

- Maya city-states
- Mexica
- Inca
- Chaco
- Mesa Verde
- Cahokia

SUGGESTED SKILL

 *Developments and Processes*

1.B

Explain a historical concept, development, or process.



ILLUSTRATIVE EXAMPLES

State systems in Africa:

- Great Zimbabwe
- Ethiopia
- Hausa kingdoms

TOPIC 1.5

State Building in Africa

Required Course Content

THEMATIC FOCUS

Governance **GOV**

A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.

LEARNING OBJECTIVE

Unit 1: Learning Objective J

Explain how and why states in Africa developed and changed over time.

HISTORICAL DEVELOPMENTS

KC-3.2.I.D.ii

In Africa, as in Eurasia and the Americas, state systems demonstrated continuity, innovation, and diversity and expanded in scope and reach.

TOPIC 1.6

Developments in Europe from c. 1200 to c. 1450

SUGGESTED SKILL

 *Developments and Processes*

1.A

Identify a historical concept, development, or process.

Required Course Content

THEMATIC FOCUS

Cultural Developments and Interactions **CDI**

The development of ideas, beliefs, and religions illustrates how groups in society view themselves, and the interactions of societies and their beliefs often have political, social, and cultural implications.

LEARNING OBJECTIVE

Unit 1: Learning Objective K

Explain how the beliefs and practices of the predominant religions in Europe affected European society.

HISTORICAL DEVELOPMENTS

KC-3.1.III.D.v

Christianity, Judaism, Islam, and the core beliefs and practices of these religions continued to shape societies in Europe.

THEMATIC FOCUS

Governance **GOV**

A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.

LEARNING OBJECTIVE

Unit 1: Learning Objective L

Explain the causes and consequences of political decentralization in Europe from c. 1200 to c. 1450.

HISTORICAL DEVELOPMENTS

KC-3.2.I.B.ii

Europe was politically fragmented and characterized by decentralized monarchies, feudalism, and the manorial system.

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THEMATIC FOCUS**Social Interactions and Organization** SIO

The process by which societies group their members and the norms that govern the interactions between these groups and between individuals influence political, economic, and cultural institutions and organization.

LEARNING OBJECTIVE**Unit 1: Learning Objective M**

Explain the effects of agriculture on social organization in Europe from c. 1200 to c. 1450.

HISTORICAL DEVELOPMENTS**KC-3.3.III.C**

Europe was largely an agricultural society dependent on free and coerced labor, including serfdom.

TOPIC 1.7

Comparison in the Period from c. 1200 to c. 1450

The final topic in this unit focuses on the skill of argumentation and so provides an opportunity for your students to draw upon the key concepts and historical developments they have studied in this unit. Using evidence relevant to this unit's key concepts, students should practice the suggested skill for this topic.

Required Course Content

LEARNING OBJECTIVE

Unit 1: Learning Objective N

Explain the similarities and differences in the processes of state formation from c. 1200 to c. 1450.

REVIEW: UNIT 1 KEY CONCEPTS

KC-3.2

State formation and development demonstrated continuity, innovation, and diversity in various regions.

KC-3.2.I

As the Abbasid Caliphate fragmented, new Islamic political entities emerged, most of which were dominated by Turkic peoples. These states demonstrated continuity, innovation, and diversity.

KC-3.2.I.A

Empires and states in Afro-Eurasia and the Americas demonstrated continuity, innovation, and diversity in the 13th century. This included the Song Dynasty of China, which utilized traditional methods of Confucianism and an imperial bureaucracy to maintain and justify its rule.

KC-3.2.I.B.i

State formation and development demonstrated continuity, innovation, and diversity, including the new Hindu and Buddhist states that emerged in South and Southeast Asia.

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SUGGESTED SKILL Argumentation**6.A**

Make a historically defensible claim.

LEARNING OBJECTIVE**Unit 1: Learning Objective N**

Explain the similarities and differences in the processes of state formation from c. 1200 to c. 1450.

REVIEW: UNIT 1 KEY CONCEPTS**KC-3.2.I.D.i**

In the Americas, as in Afro-Eurasia, state systems demonstrated continuity, innovation, and diversity, and expanded in scope and reach.

KC-3.2.I.D.ii

In Africa, as in Eurasia and the Americas, state systems demonstrated continuity, innovation, and diversity, and expanded in scope and reach.