

## AP WORLD HISTORY

# UNIT 2

# Networks of Exchange

*c. 1200 to c. 1450*



**8–10%**

AP EXAM WEIGHTING



**~10–13**

CLASS PERIODS

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The icon consists of the letters 'AP' in a bold, black, sans-serif font, centered within a white square. This square is itself centered within a larger white circle. The circle and square are both outlined with a thin blue border.

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 2**

**Multiple-choice: ~15 questions**

**Short-answer: 2 questions**

- Primary source
- Primary source

**Free-response: 1 question**

- Long essay (partial)

# Networks of Exchange

*c. 1200 to c. 1450*

## UNIT AT A GLANCE

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods
ECN	<b>2.1</b> The Silk Roads	Causation	<b>4.A</b> Identify and describe a historical context for a specific historical development or process.	<b>~10–13</b> CLASS PERIODS
GOV, ECN, CDI	<b>2.2</b> The Mongol Empire and the Making of the Modern World	Continuity and Change	<b>5.A</b> Identify patterns among or connections between historical developments and processes.	
ECN, CDI, ENV	<b>2.3</b> Exchange in the Indian Ocean	Causation	<b>5.A</b> Identify patterns among or connections between historical developments and processes.	
TEC, GOV	<b>2.4</b> Trans-Saharan Trade Routes	Causation	<b>1.B</b> Explain a historical concept, development, or process.	
CDI	<b>2.5</b> Cultural Consequences of Connectivity	Causation	<b>2.A</b> Identify a source’s point of view, purpose, historical situation, and/or audience.	

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## UNIT AT A GLANCE *(cont'd)*

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods
ENV	2.6 Environmental Consequences of Connectivity	Causation	<b>5.A</b> Identify patterns among or connections between historical developments and processes.	~10–13 CLASS PERIODS
	2.7 Comparison of Economic Exchange	Comparison	<b>6.B</b> Support an argument using specific and relevant evidence. <ul style="list-style-type: none"> <li>▪ Describe specific examples of historically relevant evidence.</li> <li>▪ Explain how specific examples of historically relevant evidence support an argument.</li> </ul>	
	 Go to <b>AP Classroom</b> to assign the <b>Personal Progress Check</b> for Unit 2. 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	2.1	<p><b>Match Claims and Evidence</b></p> <p>Explain to students that context is like the set for a play; it does not tell the story, but it does make the story easier to understand. Provide students with the following claim and list of developments. The developments could serve as either evidence or context related to the given claim.</p> <ul style="list-style-type: none"> <li>▪ <b>Claim:</b> Improved commercial practices and technology led to an increased volume of trade on the Silk Road.</li> <li>▪ <b>List:</b> Caravanserai, Song Dynasty, credit, money, porcelain, Islam, Abbasid Caliphate, textiles</li> </ul> <p>Ask students to discuss which of the five items in the list best serve as evidence to support the given claim and which three items provide helpful context for understanding the claim.</p>
2	2.2	<p><b>Graphic Organizer</b></p> <p>Ask students to use their textbooks to create a flow chart that identifies and describes the political, economic, and cultural changes that occurred in Eurasia as a result of the Mongol Empire.</p>
3	2.5	<p><b>Shared Inquiry</b></p> <p>Assign a short excerpt, edited to be appropriate for the classroom, from <i>On the Tatars</i> by the Arab historian Ibn al-Athir (1220–1221 CE). Ask students to answer and discuss the following questions:</p> <ul style="list-style-type: none"> <li>▪ What was the historical situation when this was written?</li> <li>▪ What do you think was the author’s point of view? Was he an ally of the Tatars, a neutral observer, or something else?</li> <li>▪ What do you think was the author’s purpose? Was he promoting the Tatars, condemning them, giving them advice, or something else?</li> <li>▪ Who do you think was the author’s audience? His neighbors, the Tatar ruler, or someone else?</li> </ul>
4	2.7	<p><b>Think-Pair-Share</b></p> <p>Ask students to list evidence that supports the claim made by the essential knowledge statement in Topic 2.7. Have students share and refine their list with a partner. Ask several students to share their evidence with the class. Model how this evidence can be used to support the claim.</p>

**SUGGESTED SKILL** Contextualization**4.A**

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

**ILLUSTRATIVE EXAMPLES**

Trading cities:

- Kashgar
- Samarkand

New forms of credit and money economies:

- Bills of exchange
- Banking houses
- Use of paper money

**TOPIC 2.1****The Silk Roads****Required Course Content****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 2: Learning Objective A**

Explain the causes and effects of growth of networks of exchange after 1200.

**HISTORICAL DEVELOPMENTS****KC-3.1.I.A.i**

Improved commercial practices led to an increased volume of trade and expanded the geographical range of existing trade routes—including the Silk Roads—promoting the growth of powerful new trading cities.

**KC-3.1.I.C.i**

The growth of interregional trade in luxury goods was encouraged by innovations in previously existing transportation and commercial technologies, including the caravanserai, forms of credit, and the development of money economies.

**KC-3.3.I.B**

Demand for luxury goods increased in Afro-Eurasia. Chinese, Persian, and Indian artisans and merchants expanded their production of textiles and porcelains for export; manufacture of iron and steel expanded in China.

TOPIC 2.2

# The Mongol Empire and the Making of the Modern World

SUGGESTED SKILL

 Making Connections

5.A

Identify patterns among or connections between historical developments and processes.

## 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 2: Learning Objective B**

Explain the process of state building and decline in Eurasia over time.

### HISTORICAL DEVELOPMENTS

**KC-3.2.I.B.iii**

Empires collapsed in different regions of the world and in some areas were replaced by new imperial states, including the Mongol khanates.

### 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 2: Learning Objective C**

Explain how the expansion of empires influenced trade and communication over time.

### HISTORICAL DEVELOPMENTS

**KC-3.1.I.E.i**

The expansion of empires—including the Mongols—facilitated Afro-Eurasian trade and communication as new people were drawn into their conquerors' economies and trade networks.

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**ILLUSTRATIVE EXAMPLES  
(CONT'D)**

Technological and cultural transfers:

- Transfer of Greco-Islamic medical knowledge to western Europe
- Transfer of numbering systems to Europe
- Adoption of Uyghur script

**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 2: Learning Objective D**

Explain the significance of the Mongol Empire in larger patterns of continuity and change.

**HISTORICAL DEVELOPMENTS****KC-3.2.II.A.ii**

Interregional contacts and conflicts between states and empires, including the Mongols, encouraged significant technological and cultural transfers.

**TOPIC 2.3**

# Exchange in the Indian Ocean

**SUGGESTED SKILL**

 *Making Connections*

**5.A**

Identify patterns among or connections between historical developments and processes.



**ILLUSTRATIVE EXAMPLES**

Growth of states:

- City-states of the Swahili Coast
- Gujarat
- Sultanate of Malacca

## Required Course Content

**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 2: Learning Objective E**

Explain the causes of the growth of networks of exchange after 1200.

**HISTORICAL DEVELOPMENTS**

**KC-3.1.I.A.ii**

Improved transportation technologies and commercial practices led to an increased volume of trade and expanded the geographical range of existing trade routes, including the Indian Ocean, promoting the growth of powerful new trading cities.

**KC-3.1.I.C.ii**

The growth of interregional trade in luxury goods was encouraged by significant innovations in previously existing transportation and commercial technologies, including the use of the compass, the astrolabe, and larger ship designs.

**KC-3.1.I.A.iii**

The Indian Ocean trading network fostered the growth of states.

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**ILLUSTRATIVE EXAMPLES  
(CONT'D)**

Diasporic communities:

- Arab and Persian communities in East Africa
- Chinese merchant communities in Southeast Asia
- Malay communities in the Indian Ocean basin

**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 2: Learning Objective F**

Explain the effects of the growth of networks of exchange after 1200.

**HISTORICAL DEVELOPMENTS**

**KC-3.1.III.B**

In key places along important trade routes, merchants set up diasporic communities where they introduced their own cultural traditions into the indigenous cultures and, in turn, indigenous cultures influenced merchant cultures.

**KC-3.2.II.A.iii**

Interregional contacts and conflicts between states and empires encouraged significant technological and cultural transfers, including during Chinese maritime activity led by Ming Admiral Zheng He.

**THEMATIC FOCUS**

**Humans and the Environments **ENV****

The environment shapes human societies, and as populations grow and change, these populations in turn shape their environments.

**LEARNING OBJECTIVE**

**Unit 2: Learning Objective G**

Explain the role of environmental factors in the development of networks of exchange in the period from c. 1200 to c. 1450.

**HISTORICAL DEVELOPMENTS**

**KC-3.1.II.A.i**

The expansion and intensification of long-distance trade routes often depended on environmental knowledge, including advanced knowledge of the monsoon winds.

## TOPIC 2.4

# Trans-Saharan Trade Routes

**SUGGESTED SKILL**

 *Developments and Processes*

**1.B**

Explain a historical concept, development, or process.



**ILLUSTRATIVE EXAMPLES**

Technologies encouraging interregional trade:

- Camel saddle
- Caravans

### Required Course Content

#### 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 2: Learning Objective H**

Explain the causes and effects of the growth of trans-Saharan trade.

#### HISTORICAL DIFFERENCES

**KC-3.1.II.A.ii**

The growth of interregional trade was encouraged by innovations in existing transportation technologies.

**KC-3.1.I.A.iv**

Improved transportation technologies and commercial practices led to an increased volume of trade and expanded the geographical range of existing trade routes, including the trans-Saharan trade network.

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**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 2: Learning Objective I**

Explain how the expansion of empires influenced trade and communication over time.

**HISTORICAL DEVELOPMENTS****KC-3.1.I.E.ii**

The expansion of empires—including Mali in West Africa—facilitated Afro-Eurasian trade and communication as new people were drawn into the economies and trade networks.

## TOPIC 2.5

# Cultural Consequences of Connectivity

**SUGGESTED SKILL**

 *Sourcing and Situation*

**2.A**

Identify a source's point of view, purpose, historical situation, and/or audience.



**ILLUSTRATIVE EXAMPLES**

Diffusion of cultural traditions:

- The influence of Buddhism in East Asia
- The spread of Hinduism and Buddhism into Southeast Asia
- The spread of Islam in sub-Saharan Africa and Asia

Diffusion of scientific or technological innovations:

- Gunpowder from China
- Paper from China

Travelers:

- Ibn Battuta
- Margery Kempe
- Marco Polo

## 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 2: Learning Objective J**

Explain the intellectual and cultural effects of the various networks of exchange in Afro-Eurasia from c. 1200 to c. 1450.

### HISTORICAL DEVELOPMENTS

**KC-3.1.III.D**

Increased cross-cultural interactions resulted in the diffusion of literary, artistic, and cultural traditions, as well as scientific and technological innovations.

**KC-3.3.II**

The fate of cities varied greatly, with periods of significant decline and periods of increased urbanization, buoyed by rising productivity and expanding trade networks.

**KC-3.1.III.C**

As exchange networks intensified, an increasing number of travelers within Afro-Eurasia wrote about their travels.

**SUGGESTED SKILL** *Making Connections***5.A**

Identify patterns among or connections between historical developments and processes.

**ILLUSTRATIVE EXAMPLES**

Diffusion of crops:

- Bananas in Africa
- New rice varieties in East Asia
- Spread of citrus in the Mediterranean

**TOPIC 2.6**

# Environmental Consequences of Connectivity

## Required Course Content

**THEMATIC FOCUS****Humans and the Environments** **ENV**

The environment shapes human societies, and as populations grow and change, these populations in turn shape their environments.

**LEARNING OBJECTIVE****Unit 2: Learning Objective K**

Explain the environmental effects of the various networks of exchange in Afro-Eurasia from c. 1200 to c. 1450.

**HISTORICAL DEVELOPMENTS****KC-3.1.IV**

There was continued diffusion of crops and pathogens, with epidemic diseases, including the bubonic plague, along trade routes.

## TOPIC 2.7

# Comparison of Economic Exchange

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 2: Learning Objective L

Explain the similarities and differences among the various networks of exchange in the period from c. 1200 to c. 1450.

### REVIEW: UNIT 2 KEY CONCEPTS

#### KC-3.1

A deepening and widening of networks of human interaction within and across regions contributed to cultural, technological, and biological diffusion within and between various societies.

#### KC-3.1.1.A.i

Improved commercial practices led to an increased volume of trade and expanded the geographical range of existing trade routes—including the Silk Roads—promoting the growth of powerful new trading cities.

#### KC-3.1.1.C.i

The growth of interregional trade in luxury goods was encouraged by innovations in previously existing transportation and commercial technologies, including the caravanserai, forms of credit, and the development of money economies.

#### KC-3.3

Changes in trade networks resulted from and stimulated increasing productive capacity, with important implications for social and gender structures and environmental processes.

#### KC-3.3.1.B

Demand for luxury goods increased in Afro-Eurasia. Chinese, Persian, and Indian artisans and merchants expanded their production of textiles and porcelains for export; manufacture of iron and steel expanded in China.

### SUGGESTED SKILL

 Argumentation

#### 6.B

Support an argument using specific and relevant evidence.

- Describe specific examples of historically relevant evidence.
- Explain how specific examples of historically relevant evidence support an argument.

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