

AP WORLD HISTORY

UNIT 3

Land-Based Empires

c. 1450 to c. 1750



12–15%
AP EXAM WEIGHTING



~8–11
CLASS PERIODS

The AP icon consists of the letters 'AP' in a bold, black, sans-serif font, centered within a white square. This square is set against a light blue circular background that has a thin white border. The entire icon is positioned at the top center of a larger light blue rectangular box 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 3

Multiple-choice: ~10 questions

Short-answer: 2 questions

- Primary source
- Primary source

Free-response: 1 question

- Long essay (partial)

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UNIT AT A GLANCE

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods
GOV	3.1 Empires Expand	Causation	1.B Explain a historical concept, development, or process.	~8–11 CLASS PERIODS
	3.2 Empires: Administration	Comparison	4.A Identify and describe a historical context for a specific historical development or process.	
CDI	3.3 Empires: Belief Systems	Continuity and Change	2.B Explain the point of view, purpose, historical situation, and/or audience of a source.	
	3.4 Comparison in Land-Based Empires	Comparison	6.B Support an argument using specific and relevant evidence. <ul style="list-style-type: none"> Describe specific examples of historically relevant evidence. Explain how specific examples of historically relevant evidence support an argument. 	
 Go to AP Classroom to assign the Personal Progress Check for Unit 3. 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	3.1	<p>Create Representation</p> <p>Provide students with the description of the Battle of Panipat in the <i>Baburnama</i> (a primary source on the Mughal conquest of India). Ask students to use the description from the <i>Baburnama</i> to draw a diagram of the Battle of Panipat. Then have them write a paragraph responding to the following prompt: <i>Explain the technological factors that contributed to the growth of the Mughal Empire.</i></p>
2	3.2	<p>Close Reading</p> <p>Select short excerpts describing the rulers of the Ottoman and Songhay empires from the <i>Description of Timbuktu</i> by Leo Africanus (1526) and <i>The Turkish Letters</i> by Ogier Ghiselin de Busbecq (1555–1562). Ask students to read the sources and identify and describe the historical context for the developments described. Have students reread each text and highlight similarities in methods the rulers used to legitimize and consolidate power.</p>
3	3.3	<p>Think-Pair-Share and Debriefing</p> <p>After a lesson on the Protestant Reformation, assign a short excerpt from Martin Luther’s <i>95 Theses</i>. Ask students to read the excerpt individually and then paraphrase it to a partner. Assign each pair of students one of the elements of document sourcing (point of view, purpose, situation, or audience). Have students individually identify and describe the assigned element, and then work with their partners to explain how it might affect Luther’s interpretation of the Catholic Church. Ask several students to share and debrief with the class.</p>
4	3.4	<p>Quickwrite</p> <p>Have students review their notes from the unit. Then ask them to respond to the learning objective for Topic 3.4—<i>Compare the methods by which various empires increased their influence from 1450 to 1750</i>—with a claim statement followed by a paragraph that explains how at least three pieces of specific evidence support their argument.</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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TOPIC 3.1

Empires Expand

SUGGESTED SKILL

 *Developments and Processes*

1.B

Explain a historical concept, development, or process.

**ILLUSTRATIVE EXAMPLES**

State rivalries:

- Safavid–Mughal conflict
- Songhai Empire's conflict with Morocco

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 3: Learning Objective A**

Explain how and why various land-based empires developed and expanded from 1450 to 1750.

HISTORICAL DEVELOPMENTS**KC-4.3.II**

Imperial expansion relied on the increased use of gunpowder, cannons, and armed trade to establish large empires in both hemispheres.

KC-4.3.II.B

Land empires included the Manchu in Central and East Asia; the Mughal in South and Central Asia; the Ottoman in Southern Europe, the Middle East, and North Africa; and the Safavids in the Middle East.

KC-4.3.III.i

Political and religious disputes led to rivalries and conflict between states.

SUGGESTED SKILL Contextualization**4.A**

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

**ILLUSTRATIVE EXAMPLES**

Bureaucratic elites or military professionals:

- Ottoman devshirme
- Salaried samurai

Religious ideas:

- Mexica practice of human sacrifice
- European notions of divine right
- Songhai promotion of Islam

Art and monumental architecture:

- Qing imperial portraits
- Incan sun temple of Cuzco
- Mughal mausolea and mosques
- European palaces, such as Versailles

Tax-collection systems:

- Mughal zamindar tax collection
- Ottoman tax farming
- Mexica tribute lists
- Ming practice of collecting taxes in hard currency

TOPIC 3.2**Empires:
Administration****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 3: Learning Objective B**

Explain how rulers used a variety of methods to legitimize and consolidate their power in land-based empires from 1450 to 1750.

HISTORICAL DEVELOPMENTS**KC-4.3.I.C**

Recruitment and use of bureaucratic elites, as well as the development of military professionals, became more common among rulers who wanted to maintain centralized control over their populations and resources.

KC-4.3.I.A

Rulers continued to use religious ideas, art, and monumental architecture to legitimize their rule.

KC-4.3.I.D

Rulers used tribute collection, tax farming, and innovative tax-collection systems to generate revenue in order to forward state power and expansion.

TOPIC 3.3

Empires: Belief Systems

SUGGESTED SKILL

 *Sourcing and Situation*
2.B

Explain the point of view, purpose, historical situation, and/or audience of a source.

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 3: Learning Objective C

Explain continuity and change within the various belief systems during the period from 1450 to 1750.

HISTORICAL DEVELOPMENTS

KC-4.1.VI.i

The Protestant Reformation marked a break with existing Christian traditions and both the Protestant and Catholic reformations contributed to the growth of Christianity.

KC-4.1.VI.ii

Political rivalries between the Ottoman and Safavid empires intensified the split within Islam between Sunni and Shi'a.

KC-4.1.VI.iii

Sikhism developed in South Asia in a context of interactions between Hinduism and Islam.

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.

TOPIC 3.4

Comparison in Land-Based Empires

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 3: Learning Objective D

Compare the methods by which various empires increased their influence from 1450 to 1750.

REVIEW: UNIT 3 KEY CONCEPTS

KC-4.1

The interconnection of the Eastern and Western Hemispheres made possible by transoceanic voyaging, transformed trade and had a significant social impact on the world.

KC-4.1.VI

In some cases, the increase and intensification of interactions between newly connected hemispheres expanded the reach and furthered development of existing religions, and contributed to religious conflicts and the development of syncretic belief systems and practices.

KC-4.3

Empires achieved increased scope and influence around the world, shaping and being shaped by the diverse populations they incorporated.

KC-4.3.II

Imperial expansion relied on the increased use of gunpowder, cannons, and armed trade to establish large empires in both hemispheres.

KC-4.3.II.B

Land empires included the Manchu in Central and East Asia; Mughal in South and Central Asia; Ottoman in Southern Europe, the Middle East, and North Africa; and the Safavids in the Middle East.

KC-4.3.III.i

Political and religious disputes led to rivalries and conflict between states.