

AP WORLD HISTORY

UNIT 4

Transoceanic Interconnections

c. 1450 to c. 1750



12–15%
AP EXAM WEIGHTING



~22–25
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.

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 4

Multiple-choice: ~15 questions

Short-answer: 2 questions

- Primary source
- Secondary source

Free-response: 1 question

- Long essay (partial)

Transoceanic Interconnections

c. 1450 to c. 1750

UNIT AT A GLANCE

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods
				~22-25 CLASS PERIODS
TEC	4.1 Technological Innovations from 1450 to 1750	Causation	4.A Identify and describe a historical context for a specific historical development or process.	
GOV, ECN	4.2 Exploration: Causes and Events from 1450 to 1750	Causation	5.B Explain how a historical development or process relates to another historical development or process.	
ENV	4.3 Columbian Exchange	Causation	3.B Identify the evidence used in a source to support an argument.	
GOV, ECN, SIO	4.4 Maritime Empires Established	Continuity and Change	2.A Identify a source's point of view, purpose, historical situation, and/or audience.	
GOV, ECN, SIO, CDI	4.5 Maritime Empires Maintained and Developed	Continuity and Change	3.A Identify and describe a claim and/or argument in a text-based or non-text-based source.	

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UNIT AT A GLANCE *(cont'd)*

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods
				~22–25 CLASS PERIODS
GOV	4.6 Internal and External Challenges to State Power from 1450 to 1750	Causation	4.B Explain how a specific historical development or process is situated within a broader historical context.	
SIO	4.7 Changing Social Hierarchies from 1450 to 1750	Continuity and Change	3.D Explain how claims or evidence support, modify, or refute a source's argument.	
	4.8 Continuity and Change from 1450 to 1750	Continuity and Change	6.C Use historical reasoning to explain relationships among pieces of historical evidence.	
	Go to AP Classroom to assign the Personal Progress Check for Unit 4. 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	4.2	<p>Making Connections</p> <p>Ask students to brainstorm a list of everything they remember about technological developments in Asia from previous units and what they recently learned about European exploration. Assign students a partner. With their partner, have them create a concept web that maps the causal connections between the two developments.</p>
2	4.6	<p>Close Reading</p> <p>Ask students to read an excerpt from the “Declaration of Pedro Naranjo” (1681) about the Pueblo Revolt. As they read, have them use different colors to highlight the social, economic, and political reasons for rebellion. Next, have students reread their highlighted text and respond to the following prompt with a historically defensible claim: <i>Explain the most significant causes of the Pueblo Revolt.</i></p>
3	4.7	<p>Debate</p> <p>Assign the introduction of “Toleration in the World History of Religions” by Alan Kramer (available on World History Connected). Ask students to use their textbook to compile evidence from the period 1250–1750 that supports and refutes Kramer’s claim about toleration. Have students engage in a debate about the scope of religious tolerance in the period. As students debate, remind them to always support their position with historical evidence.</p>
4	4.8	<p>Self/Peer Revision</p> <p>Have students pair up and ask them to discuss the following prompt and decide which historical reasoning process is best for organizing a response: <i>Develop an argument that explains how economic developments led to changes in social structures in the period 1450–1750.</i> Ask the students to decide which historical reasoning process is best for organizing a response.</p> <p>Then, ask each student to write a thesis that uses this reasoning process. Have students exchange papers with their partner and discuss the strengths and areas for improvement in each thesis. Have students continue this process of peer revision for each paragraph of the essay.</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.

**ILLUSTRATIVE EXAMPLES**

Innovations in ship design:

- Caravel
- Carrack
- Fluyt

European technological developments influenced by cross-cultural interactions with the Classical, Islamic, and Asian worlds:

- Lateen sail
- Compass
- Astronomical charts

TOPIC 4.1

Technological Innovations from 1450 to 1750

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 4: Learning Objective A**

Explain how cross-cultural interactions resulted in the diffusion of technology and facilitated changes in patterns of trade and travel from 1450 to 1750.

HISTORICAL DEVELOPMENTS**KC-4.1.II**

Knowledge, scientific learning, and technology from the Classical, Islamic, and Asian worlds spread, facilitating European technological developments and innovation.

KC-4.1.II.A

The developments included the production of new tools, innovations in ship designs, and an improved understanding of regional wind and currents patterns—all of which made transoceanic travel and trade possible.

TOPIC 4.2

Exploration: Causes and Events from 1450 to 1750

SUGGESTED SKILL

 Making Connections

5.B

Explain how a historical development or process relates to another historical development or process.

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 4: Learning Objective B

Describe the role of states in the expansion of maritime exploration from 1450 to 1750.

HISTORICAL DEVELOPMENTS

KC-4.1.III

New state-supported transoceanic maritime exploration occurred in this period.

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 4: Learning Objective C

Explain the economic causes and effects of maritime exploration by the various European states.

HISTORICAL DEVELOPMENTS

KC-4.1.III.A

Portuguese development of maritime technology and navigational skills led to increased travel to and trade with Africa and Asia and resulted in the construction of a global trading-post empire.

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LEARNING OBJECTIVE**Unit 4: Learning Objective C**

Explain the economic causes and effects of maritime exploration by the various European states.

HISTORICAL DEVELOPMENTS**KC-4.1.III.B**

Spanish sponsorship of the voyages of Columbus and subsequent voyages across the Atlantic and Pacific dramatically increased European interest in transoceanic travel and trade.

KC-4.1.III.C

Northern Atlantic crossings were undertaken under English, French, and Dutch sponsorship, often with the goal of finding alternative sailing routes to Asia.

TOPIC 4.3

Columbian Exchange

SUGGESTED SKILL

 *Claims and Evidence in Sources*

3.B

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

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 4: Learning Objective D

Explain the causes of the Columbian Exchange and its effects on the Eastern and Western Hemispheres.

HISTORICAL DEVELOPMENTS

KC-4.1.V

The new connections between the Eastern and Western Hemispheres resulted in the exchange of new plants, animals, and diseases, known as the Columbian Exchange.

KC-4.1.V.A

European colonization of the Americas led to the unintentional transfer of disease vectors, including mosquitoes and rats, and the spread of diseases that were endemic in the Eastern Hemisphere, including smallpox, measles, and malaria. Some of these diseases substantially reduced the indigenous populations, with catastrophic effects in many areas.

KC-4.1.V.B

American foods became staple crops in various parts of Europe, Asia, and Africa. Cash crops were grown primarily on plantations with coerced labor and were exported mostly to Europe and the Middle East.

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**ILLUSTRATIVE EXAMPLES**

Domesticated animals:

- Horses
- Pigs
- Cattle

Foods brought by African slaves:

- Okra
- Rice

LEARNING OBJECTIVE**Unit 4: Learning Objective D**

Explain the causes of the Columbian Exchange and its effects on the Eastern and Western Hemispheres.

HISTORICAL DEVELOPMENTS**KC-4.1.V.C**

Afro-Eurasian fruit trees, grains, sugar, and domesticated animals were brought by Europeans to the Americas, while other foods were brought by African slaves.

KC-4.1.V.D

Populations in Afro-Eurasia benefitted nutritionally from the increased diversity of American food crops.

TOPIC 4.4

Maritime Empires Established

SUGGESTED SKILL

 *Sourcing and Situation*

2.A

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

**ILLUSTRATIVE EXAMPLES**

Asian states that adopted restrictive or isolationist trade policies:

- Ming China
- Tokugawa Japan

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 4: Learning Objective E**

Explain the process of state building and expansion among various empires and states in the period from 1450 to 1750.

HISTORICAL DEVELOPMENTS**KC-4.3.II.A.i**

Europeans established new trading posts in Africa and Asia, which proved profitable for the rulers and merchants involved in new global trade networks. Some Asian states sought to limit the disruptive economic and cultural effects of European-dominated long-distance trade by adopting restrictive or isolationist trade policies.

KC-4.3.II.C

Driven largely by political, religious, and economic rivalries, European states established new maritime empires, including the Portuguese, Spanish, Dutch, French, and British.

KC-4.3.II.A.ii

The expansion of maritime trading networks fostered the growth of states in Africa, including the Asante and the Kingdom of the Kongo, whose participation in trading networks led to an increase in their influence.

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**ILLUSTRATIVE EXAMPLES
(CONT'D)**

Indian Ocean Asian
merchants:

- Swahili Arabs
- Omanis
- Gujaratis
- Javanese

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 4: Learning Objective F**

Explain the continuities and changes in economic systems and labor systems from 1450 to 1750.

HISTORICAL DEVELOPMENTS**KC-4.3.II.A.iii**

Despite some disruption and restructuring due to the arrival of Portuguese, Spanish, and Dutch merchants, existing trade networks in the Indian Ocean continued to flourish and included intra-Asian trade and Asian merchants.

KC-4.2.II.D

Newly developed colonial economies in the Americas largely depended on agriculture, utilized existing labor systems, including the Incan *mit'a*, and introduced new labor systems including chattel slavery, indentured servitude, and *encomienda* and *hacienda* systems.

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 4: Learning Objective G**

Explain changes and continuities in systems of slavery in the period from 1450 to 1750.

HISTORICAL DEVELOPMENTS**KC-4.2.II.B**

Slavery in Africa continued in its traditional forms, including incorporation of slaves into households and the export of slaves to the Mediterranean and the Indian Ocean regions.

KC-4.2.II.C

The growth of the plantation economy increased the demand for slaves in the Americas, leading to significant demographic, social, and cultural changes.

TOPIC 4.5

Maritime Empires Maintained and Developed

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 4: Learning Objective H

Explain how rulers employed economic strategies to consolidate and maintain power throughout the period from 1450 to 1750.

HISTORICAL DEVELOPMENTS

KC-4.1.IV.C

Mercantilist policies and practices were used by European rulers to expand and control their economies and claim overseas territories. Joint-stock companies, influenced by these mercantilist principles, were used by rulers and merchants to finance exploration and were used by rulers to compete against one another in global trade.

KC-4.3.III.ii

Economic disputes led to rivalries and conflict between states.

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.



AVAILABLE RESOURCE

- Professional Development > [Teaching and Assessing Module—Contextualization in Period 4](#)

ILLUSTRATIVE EXAMPLES

Competition over trade routes:

- Muslim–European rivalry in the Indian Ocean
- Moroccan conflict with the Songhai Empire

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**ILLUSTRATIVE EXAMPLES
(CONT'D)**

Increased peasant and artisan labor:

- Western Europe—wool and linen
- India—cotton
- China—silk

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 4: Learning Objective I

Explain the continuities and changes in networks of exchange from 1450 to 1750.

HISTORICAL DEVELOPMENTS

KC-4.1.IV.D.i

The Atlantic trading system involved the movement of goods, wealth, and labor, including slaves.

KC-4.1.IV

The new global circulation of goods was facilitated by chartered European monopoly companies and the global flow of silver, especially from Spanish colonies in the Americas, which was used to purchase Asian goods for the Atlantic markets and satisfy Chinese demand for silver. Regional markets continued to flourish in Afro-Eurasia by using established commercial practices and new transoceanic and regional shipping services developed by European merchants.

KC-4.2.II.A

Peasant and artisan labor continued and intensified in many regions as the demand for food and consumer goods increased.

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 4: Learning Objective J

Explain how political, economic, and cultural factors affected society from 1450 to 1750.

HISTORICAL DEVELOPMENTS

KC-4.2.III.C

Some notable gender and family restructuring occurred, including demographic changes in Africa that resulted from the slave trades.

KC-4.1.IV.D.ii

The Atlantic trading system involved the movement of labor—including slaves—and the mixing of African, American, and European cultures and peoples, with all parties contributing to this cultural synthesis.

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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 4: Learning Objective K

Explain the similarities and differences in how various belief systems affected societies from 1450 to 1750.

HISTORICAL DEVELOPMENTS

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.

SUGGESTED SKILL

 Contextualization

4.B

Explain how a specific historical development or process is situated within a broader historical context.



ILLUSTRATIVE EXAMPLES

Local resistance:

- Pueblo Revolts
- Fronde
- Cossack revolts
- Maratha conflict with Mughals
- Ana Nzinga's resistance (as ruler of Ndongo and Matamba)
- Metacom's War (King Philip's War)

Slave resistance:

- The establishment of Maroon societies in the Caribbean and Brazil
- North American slave resistance

TOPIC 4.6

Internal and External Challenges to State Power from 1450 to 1750

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 4: Learning Objective L**

Explain the effects of the development of state power from 1450 to 1750.

HISTORICAL DEVELOPMENTS**KC-4.3.III.iii**

State expansion and centralization led to resistance from an array of social, political, and economic groups on a local level.

KC-5.3.III.C

Slave resistance challenged existing authorities in the Americas.

TOPIC 4.7

Changing Social Hierarchies from 1450 to 1750

SUGGESTED SKILL

 *Claims and Evidence in Sources*

3.D

Explain how claims or evidence support, modify, or refute a source's argument.



ILLUSTRATIVE EXAMPLES

Differential treatment of groups in society, politics, and the economy:

- Expulsion of Jews from Spain and Portugal; the acceptance of Jews in the Ottoman Empire
- Restrictive policies against Han Chinese in Qing China
- Varying status of different classes of women within the Ottoman Empire

Existing elites:

- Ottoman timars
- Russian boyars
- European nobility

Required Course Content

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 4: Learning Objective M

Explain how social categories, roles, and practices have been maintained or have changed over time.

HISTORICAL DEVELOPMENTS

KC-4.3.I.B

Many states, such as the Mughal and Ottoman empires, adopted practices to accommodate the ethnic and religious diversity of their subjects or to utilize the economic, political, and military contributions of different ethnic or religious groups. In other cases, states suppressed diversity or limited certain groups' roles in society, politics, or the economy.

KC-4.2.III.A

Imperial conquests and widening global economic opportunities contributed to the formation of new political and economic elites, including in China with the transition to the Qing Dynasty and in the Americas with the rise of the Casta system.

KC-4.2.III.B

The power of existing political and economic elites fluctuated as the elites confronted new challenges to their ability to affect the policies of the increasingly powerful monarchs and leaders.

SUGGESTED SKILL

 Argumentation

6.C

Use historical reasoning to explain relationships among pieces of historical evidence.

TOPIC 4.8

Continuity and Change from 1450 to 1750

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 4: Learning Objective N

Explain how economic developments from 1450 to 1750 affected social structures over time.

REVIEW: UNIT 4 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.II

Knowledge, scientific learning, and technology from the Classical, Islamic, and Asian worlds spread, facilitating European technological developments and innovation.

KC-4.1.II.A

The developments included the production of new tools, innovations in ship designs, and an improved understanding of regional wind and currents patterns—all of which made transoceanic travel and trade possible.

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LEARNING OBJECTIVE

Unit 4: Learning Objective N

Explain how economic developments from 1450 to 1750 affected social structures over time.

REVIEW: UNIT 4 KEY CONCEPTS

KC-4.2

Although the world's productive systems continued to be heavily centered on agriculture, major changes occurred in agricultural labor, the systems and locations of manufacturing, gender and social structures, and environmental processes.

KC-4.2.II

The demand for labor intensified as a result of the growing global demand for raw materials and finished products. Traditional peasant agriculture increased and changed in nature, plantations expanded, and the Atlantic slave trade developed and intensified.

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.III.ii

Economic disputes led to rivalries and conflict between states.

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