**Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**AP WORLD HISTORY SIX WEEK EXAM REVIEW 2019 (Test Date May 16)**

It is not possible to cram for an exam covering **ALL OF WORLD HISTORY**. In order to properly prepare for this exam, you will need several weeks to master the **content as well as the skills**. The following plan will help you to manage your time and get you ready for the test. It would be best if you worked in **study groups of 3-4** classmates. Prepare to spend **SEVERAL HOURS** each weekend reviewing the content of this course. You should have a review book to help you.

**Suggested study steps:**

1. **Before you meet with your study group:**
	1. Read and highlight *review book* (Barron’s/Crash Course, etc) section for assigned period of history
	2. Create note cards for important terms and people
	3. Gather old notes & PERSIAN charts (found below) for each time period and review them
2. **With your study group:**
3. *Discuss* charts and essays with your study group
4. Complete multiple choice in review book and check over incorrect responses
5. Discuss topics listed below with study group:
6. What are the patterns and effects of **interaction among societies** at this time? (trade, wars, diplomacy, international relations)
7. Discuss the relationships of **change and continuity** across the world in this period.
8. What is the impact of **technology** during this period? What is the impact of **demography** during this period? (population growth, decline, disease, manufacturing capabilities, agriculture, weaponry, etc.)
9. Describe the systems of **social structure and gender structure** (compare across societies).
10. Describe the **cultural, intellectual and religious developments** during this period across the world. Discuss how these ideas **spread** from one group to another.
11. Describe changes in functions and **structures of governments** and attitudes towards states and political identities, including the emergence of the nation-state (political and cultural).
12. Which civilizations are on the rise during this period? Which are in decline? Why? \*\*How do major civilizations during this time period **compare?**

***Collected on the dates indicated below (to be graded)***

* **Time period charts (aka PERSIAN)** (expand the charts if you need/want more space)
* **Essay outlines** (essay outline = the thesis, topic sentences for the body paragraphs and information that you will put in each paragraph – *it would be even better for you to write out the essay if you have the time*)
* Be prepared for a **quiz** on that week’s time period

**Units of World History:**

1. Technological and Environmental Transformations (8000 BCE – 600 BCE)
2. Organization and Reorganization of Human Societies (600 BCE – 600 CE)
3. Regional and Trans-regional Interactions (600 CE – 1450 CE)
4. Global Interactions (1450 – 1750 CE)
5. Industrialization and Global Integration (1750 – 1914 CE)
6. Accelerating Global Change and Realignment (1914 – Present)

|  |  |  |  |
| --- | --- | --- | --- |
|  | DUE | TIME PERIOD | ASSIGNMENT |
| Week 1 | April 4th  | 8000 BCE – 600 BCE | Review Book Unit 1Comparative Essay (40 min.) |
| Week 2 | April 12nd  | 600 BCE – 600 CE | Review Book Unit 2Comparative Essay (40 min.) |
| Week 3 | April 23rd  | 600 CE – 1450 CE | Review Book Unit 3CCOT Essay (40 min.) |
| Week 4 | April 29th  | 1450 – 1750 CE | Review Book Unit 4DBQ Essay (50 min.) |
| Week 5 |  May 7th  | 1750 – 1914 CE | Review Book Unit 5CCOT Essay (40 min.) |
| Week 6 | May 13th  | 1914 – Present | Review Book Unit 6DBQ (50 min.) |

AP WORLD HISTORY REVIEW CHARTS

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time Period \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Political* Empires
* Nationalism
* Revolutions
* Diplomacy
 | Economic* Agricultural/pastoral
* Trade
* Labor systems
* Industrialization
* Econ. systems
 | Religious* Belief Systems
* Philosophies
 | Social* Demography
* Disease
* Gender Roles
* Family
* Racial/Ethnic
* Social Classes
 | Intellectual* Technology
* Inventions
* Scientific discoveries
 | Artistic* Architecture
* Literature
* Music
 | Near/Geography* Resources
* Topography
* Interactions
 |
| North America |  |  |  |  |  |  |  |
| Latin America |  |  |  |  |  |  |  |
| Europe |  |  |  |  |  |  |  |
| Middle East /North Africa |  |  |  |  |  |  |  |
| Sub-Saharan Africa |  |  |  |  |  |  |  |
| South Asia |  |  |  |  |  |  |  |
| Southeast Asia |  |  |  |  |  |  |  |
| East Asia |  |  |  |  |  |  |  |
| Central Asia |  |  |  |  |  |  |  |
| Oceania |  |  |  |  |  |  |  |

Major continuities, changes and interactions throughout the time period (\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_)

|  |  |  |
| --- | --- | --- |
| Continuities | Changes | Interactions |

**Week 1 Essay: CCOT and COMPARATIVE FRQ**

1. **Before 600 BCE: CCOT**

Directions: You are to answer the following question. You should spend 5 minutes organizing or outlining your essay.

Write an essay that:

* Has a relevant thesis and supports that thesis with appropriate historical evidence.
* Addresses all parts of the question.
* Makes direct, relevant comparisons.
* Analyzes relevant reasons for similarities and differences.

Compare the political and social structures of the Indus Valley (South Asia) and the Shang Dynasty (China) civilizations.

1. **COMPARATIVE Directions:** You are to answer the following question. You should spend 5 minutes organizing or outlining your essay.

Write an essay that:

* Has a relevant thesis and supports that thesis with appropriate historical evidence.
* Addresses all parts of the question.
* Makes direct, relevant comparisons.
* Analyzes relevant reasons for similarities and differences.

For the period from 3500 BCE to 600 BCE, compare the impact of religion on the developments of TWO early societies from your studies (you must choose societies from two different geographic areas).

**Week 2 Essay: COMPARATIVE FREE RESPONSE QUESTION**

1. **Comp #1**

**Directions:** You are to answer the following question. You should spend 5 minutes organizing or outlining your essay.

Write an essay that:

* Has a relevant thesis and supports that thesis with appropriate historical evidence.
* Addresses all parts of the question.
* Makes direct, relevant comparisons.
* Analyzes relevant reasons for similarities and differences.

Analyze similarities and differences in methods of political control during the Classical period in Han China (206 B.C.E.–220 C.E.) with EITHER Mauryan/Gupta India (320 B.C.E.–550 C.E.) OR Imperial Rome (31 B.C.E.–476 C.E.).

**Week 3 Essay: CCOT and Comp FRQ**

**#1 CCOT**

**Directions:** You are to answer the following question. You should spend 5 minutes organizing or outlining your essay.

Write an essay that:

* Has a relevant thesis and supports that thesis with appropriate historical evidence.
* Addresses all parts of the question.
* Uses world historical context to continuities and changes over time.
* Analyzes the process of continuity and change over time.

Analyze continuities and changes in trade networks between Africa

and Eurasia from circa 300 C.E. to 1450 C.E.

1. **Comp #2**

Directions: You are to answer the following question. You should spend 5 minutes organizing or outlining your essay.

Write an essay that:

* Has a relevant thesis and supports that thesis with appropriate historical evidence.
* Addresses all parts of the question.
* Makes direct, relevant comparisons.
* Analyzes relevant reasons for similarities and differences.

Compare the social structures of pre-Columbian Mesoamerica and Andean South American civilizations.

**Week 4 Essay: COMP FREE RESPONSE QUESTION**

1. **COMPARATIVE ESSAY**

**Directions**: You are to answer the following question. You should spend 5 minutes organizing or outlining your essay.

Write an essay that:

* Has a relevant thesis and supports that thesis with appropriate historical evidence.
* Addresses all parts of the question.
* Makes direct, relevant comparisons.
* Analyzes relevant reasons for similarities and differences.

Compare the social and political importance of Peter the Great on Russia and Tokugawa Ieyasu on Japan.

1. **Comp**

**Directions**: You are to answer the following question. You should spend 5 minutes organizing or outlining your essay.

Write an essay that:

* Has a relevant thesis and supports that thesis with appropriate historical evidence.
* Addresses all parts of the question.
* Makes direct, relevant comparisons.
* Analyzes relevant reasons for similarities and differences.

Within the period from 1450 to 1800, compare the processes (e.g., political, social, economic) of empire building in the Spanish Empire with the empire-building processes in ONE of the following.

 The Ottoman Empire

 The Russian Empire

**Week 5 Essay: Comp and CCOT FRQ**

1. **COMPARATIVE**

**Directions**: You are to answer the following question. You should spend 5 minutes organizing or outlining your essay.

Write an essay that:

* Has a relevant thesis and supports that thesis with appropriate historical evidence.
* Addresses all parts of the question.
* Makes direct, relevant comparisons.
* Analyzes relevant reasons for similarities and differences.

Analyze similarities and differences between the role of the state in Japan’s economic development and the role of the state in the economic development of ONE of the following during the late nineteenth and early twentieth centuries.

 China

 Ottoman Empire

 Russia

1. **CCOT**

**Directions:** You are to answer the following question. You should spend 5 minutes organizing or outlining your essay.

Write an essay that:

* Has a relevant thesis and supports that thesis with appropriate historical evidence.
* Addresses all parts of the question.
* Uses world historical context to continuities and changes over time.
* Analyzes the process of continuity and change over time.

Analyze the changes and continuities in labor systems between 1750-1914 in **ONE** of the following areas:

Sub-Saharan Africa Latin America/Caribbean

1. **CCOT**

**Directions:** You are to answer the following question. You should spend 5 minutes organizing or outlining your essay.

Write an essay that:

* Has a relevant thesis and supports that thesis with appropriate historical evidence.
* Addresses all parts of the question.
* Uses world historical context to continuities and changes over time.
* Analyzes the process of continuity and change over time.

Compare and contrast the goals and outcomes of the revolutionary process in TWO of the following countries, beginning with the date specified:

 Mexico 1910 China 1911 Russia 1917

**Week 6 Essay: CCOT and DBQ FRQ**

**CCOT**

1. **Directions**: You are to answer the following question. You should spend 5 minutes organizing or outlining your essay.

Write an essay that:

* Has a relevant thesis and supports that thesis with appropriate historical evidence.
* Addresses all parts of the question.
* Uses world historical context to show change over time and/or continuities.
* Analyzes the process of change over time and/or continuity.

Analyze changes and continuities that occurred with the process of decolonization between 1914 and the present for ONE of the following areas.

* + South Asia
	+ Africa
1. **Directions:** The following question is based on the accompanying documents 1-10. (The documents have been edited for the purpose of this exercise). **REMEMBER USE UP TO 7 BUT MUST USE 6 ….**

This question is designed to test your ability to work with and understand historical documents.

Write an essay that:

* + - 1. Has a relevant thesis and supports that thesis with evidence from the documents.
			2. Uses all of the documents.
			3. Analyzes the documents by grouping them in as many appropriate ways as possible. Does not simply summarize the documents individually.
			4. Takes into account the sources of the documents and analyzes the authors’ points of view.
			5. Identifies and explains the need for at least one additional type of document.

You may refer to relevant historical information not mentioned in the documents.

Using the following documents, analyze the causes and consequences of the Green Revolution in the period from 1945 to the present. Identify and explain one additional type of document and explain how it would help your analysis of the Green Revolution.

Historical Background: The Green Revolution refers to the worldwide introduction of new, scientifically bred crop varieties and intensive use of new technologies















