

Using the Unit Guides

Transoceanic Interconnections

UNIT 4

TOPIC 4.5
Maritime Empires Maintained and Developed

Required Course Content

THEMATIC FOCUS
Governance [C]
 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 1
 Explain how rulers employed economic strategies to consolidate and maintain power throughout the period from 1450 to 1750.

HISTORICAL DEVELOPMENTS
HC-4.3.A
 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.
HC-4.3.B
 Economic disputes led to rivalries and conflict between states.

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SUGGESTED SKILL
 Claims and Evidence in Sources
3.A
 Identify and describe a claim or evidence in a text-based or non-text-based source.

AVAILABLE RESOURCE
 Professional Development > Teaching and Assessing Module Construction in Canvas LMS

ILLUSTRATIVE EXAMPLES
 Competition over trade routes:
 • Multi-European rivalry in the Indian Ocean
 • Moroccan conflict with the Songhai Empire

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TOPIC PAGES

The **suggested skill** offers a possible skill to pair with the topic.

The **thematic focus** of the topic is the long-term takeaway that leaves a lasting impression on students.

Where possible, **available resources** are listed that might help teachers address a particular topic in their classroom.

Learning objectives define what a student should be able to do with content knowledge in order to progress toward an enduring understanding.

Illustrative examples: Where relevant, illustrative examples are provided as additional resources, should teachers choose to use them. These include possible examples of content that might be used to teach the historical development, process, or event. These are intended as examples and do not in any way constitute additional, preferred, or required information.

Historical development statements comprise the knowledge required to demonstrate mastery of the learning objective.

The Global Tapestry

UNIT 1

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 1
 Explain the similarities and differences in the processes of state formation from c. 1200 to c. 1450.

REVIEW: UNIT 1 KEY CONCEPTS
HC-3.2
 State formation and development demonstrated continuity, innovation, and diversity in various regions.
HC-3.2.A
 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.
HC-3.2.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.
HC-3.2.B
 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
3.A
 Make a historically defensible claim.

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FINAL TOPIC PAGE IN EACH UNIT

Each unit's final topic includes key concepts, which summarize the historical developments in the unit.

These topics encourage the use of the key concepts and learning objectives in the unit to develop the skill of argumentation.